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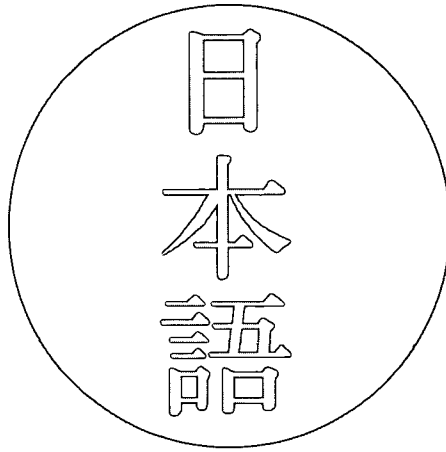
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## ABSTRACT

This teacher's guide provides an innovative program of studies for teaching Japanese at the secondary level, featuring a content-based curriculum, an integrated approach, results (outcomes)-based orientation, and the use of language for effective interaction. This guide provides teachers with suggestions for designing and planning a Japanese language course, including information on teaching approaches and methods; suggestions for planning lessons and modules; descriptions of modules with an identification of their fundamental components and extensions; performance indicators; information on assessment (functions, different types, devices, and instruments); and highly detailed multi-stage, multi-level lesson planning. Topics covered include the following: the grammar translation approach; the oral approach (including the audiolingual method); the comprehension approach; the Total Physical Response (TPR) method; the communicative approach; content-based instruction; the use of authentic materials and realia; catering to individual student needs in a large class; learning strategies; and teaching Japanese script (hiragana, katakana, and kanji). Contains two appendices (Some Common Instructions/Expressions; General Inquiry Addresses) and an 83-item bibliography organized according to subject. (KFT)

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# JAPANESE

## LANGUAGE

### and

## CULTURE 10-20-30

### Guide to Implementation

1999

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AND  
CULTURE 10-20-30**

**GUIDE TO IMPLEMENTATION**

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The primary intended audience for this guide is:

<i>Administrators</i>	
<i>Counsellors</i>	
<i>General Audience</i>	
<i>Parent School Councils</i>	
<i>Parents</i>	
<i>Students</i>	
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Alberta Learning authorized an innovative language program of studies, *Japanese Language and Culture 10–20–30*, for the secondary level in 1995. It features a content-based curriculum, an integrated approach, results (outcomes)-based orientation and the use of language for effective interaction.

The program validation report issued following the pilot of the program of studies identified some challenges teachers faced in the implementation of the program. In order for teachers to understand better the content of the program, more specificity was requested, as well as detailed guidance on strategies for successful implementation of the program.

This guide provides teachers with ideas and suggestions for designing and planning a Japanese language course to suit the needs of the community, students and school. The guide includes:

- information on teaching approaches and methods
- suggestions for planning lessons and modules
- descriptions of the modules with an identification of their fundamental components and extensions
- performance indicators
- information on assessment.

This document also serves to promote understanding among the groups of people whose support is essential to the successful introduction and implementation of a language course. The local Japanese community can provide motivation, such resources as shops, restaurants, community and cultural events, and human resources. Contribution made by educators from post-secondary institutions also assists in a smooth transition from secondary to post-secondary education. Parents and community members can provide motivation and encouragement toward learning the Japanese language. School administrators can provide needed support to teachers for effective implementation of the language course by addressing the following issues:

- sufficient budget to purchase teaching and reference materials, as well as books for a class library
- flexible timetables that allow teachers to plan and prepare the course and to attend inservice sessions
- a designated classroom for the teacher to display student work, to decorate with authentic Japanese objects in order to create an atmosphere conducive to language teaching and learning, and to set up the class library
- visits with other language teachers.

There are agencies interested in assisting with the establishment of a Japanese language program. The Japan Foundation offers long-term and short-term language training courses for both native speaking and non-native speaking teachers of Japanese. An educational institution/organization must apply for this program. The Japanese Language Teaching Materials Donation Program is another valuable assistance program offered by The Japan Foundation. The teaching materials include textbooks, workbooks, videos, cassettes, visuals, overhead projector transparencies, dictionaries, maps, games, teacher reference books, word processors and computer programs. The Japan Foundation Language Center in Santa Monica, California, issues a newsletter providing teachers with useful information about teaching Japanese. The Consulate-General of Japan regularly gives out useful classroom materials and references, lends such teaching materials as culture videos and books, and holds events like speech contests, cultural events and screenings of Japanese movies.

For further information, contact the Consulate-General of Japan in Edmonton, The Japan Foundation in Toronto, or The Japan Foundation Language Center in Santa Monica, California (see Appendix B for contact information).

# METHODOLOGIES FOR LANGUAGE TEACHING

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## APPROACHES AND METHODS

A great variety of approaches and methods have been developed in the area of second language teaching.

Generally speaking, the terms “approach” and “method” are differentiated in terms of what is advocated. The term “approach” is used when it proposes philosophy and attitudes in second language learning and teaching. The term “method” is used when concrete ideas and practical aspects in teaching, such as classroom activities and teaching techniques, are suggested. Approaches and methods fall into several categories.

### Grammar Translation Approach

The main purpose of the grammar translation approach is to enable students to explore second language literature in depth. In the 1930s, '40s and '50s, another important goal emphasized in language education was the fostering of perseverance in difficult situations. In pursuing these objectives, grammar structures and vocabulary were taught by means of long, elaborate explanations. After the mastery of grammar, a short novel or essay was given to students for written translation. This approach grew out of the desire of professionals to study technical, academic and reference materials in languages other than their own.

### Oral Approach

The oral approach includes the audiolingual method, which concentrates on developing speaking ability. The method originated in behavioural psychology and descriptive linguistics. As the need for second language learners to be able to speak became widely recognized, and in reaction to the grammar translation approach, the audiolingual method revolutionized second language teaching in the 1960s.

Some of the basic tenets of the audiolingual method are:

- students should become able to process language at a subconscious level
- students acquire the desired skills through teaching–learning situations where they are conditioned to give correct responses spontaneously to oral or written stimuli
- students develop oral proficiency through pattern drills
- students first develop aural comprehension, then they learn to speak, later to read, and finally to write.

Audiolingual learning resources typically involve the use of dialogues to introduce new sounds, vocabulary and structures, which are then reinforced with pattern drills, followed by transformation drills which may be practised with a tape in a language laboratory, and finally application activities. The emphasis is on oral skills and on identifying and eliminating student errors.

## Comprehension Approach

Syllabus and classroom activities used in the comprehension approach are similar to those of the communicative approach. What makes this approach different is its closer attention to student comprehension. Lessons focus on receptive activities, and students are permitted to react in their own language to the teacher's utterances in the target language. As the main purpose of class activities is to help students understand what is talked about, the most important element in the syllabus is the topic. The natural approach, which is a notable approach in this category, is sometimes called "topic syllabus." One other typical method is the Total Physical Response (TPR), which is built around the coordination of speech and action; it attempts to teach language through physical activity. This is a popular method used in the early stages of second language teaching. Command drills are the major classroom activity. The teacher uses the target language to instruct students to do something, and the students respond to the commands physically.

## Communicative Approach

The communicative approach emerged from criticism of the audiolingual method. Mechanical pattern drills did not provide opportunities for students to develop communicative skills. Sometimes practised language patterns were irrelevant to real situations. Since the *Japanese Language and Culture 10–20–30* program is based on a communicative approach, it is treated in greater detail below.

Since the early 1970s, the general trend in language teaching has been away from the oral approach and toward that of communication instead. With greater international travel and contact, the role of culture in communication became apparent. Educators and researchers began to appreciate that technical mastery of the syntax and lexicon of the target language is not in itself sufficient for effective communication with native speakers.

In 1971, the Council of Europe commissioned a team of professionals in the field to explore the possibilities of developing language teaching methods that would meet the needs of the time. Their 1972 report suggested the development of a new syllabus containing the categories of notions and communicative functions. This notional/functional syllabus later influenced the development of the communicative approach, which has gained support from second language educators since the early 1980s.

The communicative approach is focused on the development of learner communicative ability. Morrow (1981) argues that "a consistent methodology is more than just a collection of activities or techniques" and that "it requires an underlying set of principles in the light of which specific procedures, activities or techniques can be evaluated, related and applied." He claims that "the underlying principles of the communicative approach should suggest criteria by which teachers can judge procedures proposed to them, which they can take into account in developing their own, and which they can use to relate specific procedures to each other and to the overall aims of their teaching."

The fundamental principles of the communicative approach are:

- the teacher and students know that each class activity is necessary to achieve a particular purpose

The students can see clearly at the completion of a lesson that they can do something they could not do at the beginning and that the “something” is communicatively useful.

- the whole (process) is more than the part (single grammar pattern)

Communication is a dynamic and developing phenomenon. Many messages are interwoven in different tactics, strategies and structural forms. Learners need to be trained to gather information from the whole process rather than concentrating on individual sentences.

- activities are designed to simulate communication processes

Such processes are the information gap, choice and feedback. They can be incorporated separately or together in activities so that the practice of forms takes place in a communicative framework.

- Information gap: Communication takes place between two or more people who exchange particular pieces of information known to one and not known to the other. Activities can be planned to include the procedure of filling information gaps between the person who gives information and the person who receives information.
- Choice: Each participant in a communicative situation can choose what to express and in what way. It can be a difficult task for students to receive information, evaluate it swiftly and decide how to react, using appropriate forms, all within a limited period of time. Activities can be planned to practise these skills.
- Feedback: Every participant in any communicative situation has one or more purposes for engaging in conversation, whether to complain, to invite or offer advice, or to pursue some other objective. It is important to be able to evaluate the reactions of one’s communicative partner, to identify purpose and to help in the choice of strategies to attain one’s own goals. Activities should be planned to give students the opportunity to practise this vital communicative skill.

- learn by experience

A learner-centred approach is now widely accepted in education. Research studies have found that learners learn a language best when they are provided with opportunities to participate in communicative use of the target language in a wide range of activities. Learning how to communicate takes place when learners

realize that it is their own responsibility to involve themselves in classroom activities. The teacher's role is to help, advise, instruct and provide opportunities to experience communicative situations.

- errors are part of the development of language skills

This does not mean that errors should not be corrected, or that being able to communicate is more important than being able to produce sentences that are grammatically correct. In fact, it is often the inaccuracies in pronunciation or in grammar structure that obstruct smooth communication. Teachers need to judge what kinds of errors need to be corrected and when to correct them, according to the stage of development of the learner.

Communication is not the ultimate goal of the *Japanese Language and Culture 10–20–30*. People do not use the language for the sake of communication. People communicate in order to obtain goods or services, to work, to gain information, to interact with others and so on. A communicative approach is interpreted in the *Japanese Language and Culture 10–20–30* as a method to develop communication skills to enable students to:

- widen their networks of interpersonal relations
- have direct access to information in Japanese
- use their language skills for study, for work and for leisure.

While linguistic skills and knowledge of the rules of communication are necessary to join in conversation, true communication also requires familiarity with the cultural background of the speaker, since culture includes patterns of thought, attitudes and assumptions about daily life and relationships, as well as the arts, history, politics and so forth. *Japanese Language and Culture 10–20–30* is aimed at developing overall student competence in language, communication and culture.

## CONTENT-BASED INSTRUCTION

*Japanese Language and Culture 10–20–30* was designed with content-based instruction as a foundation. In this particular communicative approach to language learning, language proficiency is developed by shifting the focus from the learning of a language to the learning of the subject matter through the target language. The language becomes a vehicle for teaching content. The acquisition of the Japanese language occurs simultaneously with the acquisition of knowledge about Japan, Japanese people and Japanese culture. In other words, linguistic competence, communicative competence and cultural competence are developed concurrently.

One of the rationales behind integrating language and content is that language is learned most effectively in meaningful, purposeful social and academic contexts. *Japanese Language and Culture 10–20–30* is designed to use the existing student exchange programs in Alberta to help develop the effective communication skills needed in real

situations. Alberta schools host more than 150 Japanese high school students for a two-week homestay program every year. Hokkaido and Alberta have also started a two-month reciprocal exchange program whereby approximately ten students from each jurisdiction participate in the program at one time. This natural environment, where there is direct contact with native speaking students, can be useful in implementing *Japanese Language and Culture 10–20–30*. Level 5 of Stage 1 and Stage 2 are designed to incorporate exchange experiences. Level 1 to Level 4 prepares students for challenging real interaction in Level 5.

Content-based language learning provides many advantages, namely:

- subject matter is more interesting than grammar points
- cognitive and language skills are developed concurrently
- student participation is increased because there is something meaningful to talk about
- the focus on content versus language decreases anxiety about linguistic performance
- content learning is enhanced by the active involvement required to get linguistic elements across.

Ideally, language development coincides with content learning from the early stages of instruction. However, in reality, non-native speaking teachers will probably find it difficult to speak Japanese all the time, and some students would be very frustrated, if they did. Teachers may, therefore, switch from English to Japanese and from Japanese to English, gradually increasing the amount of the Japanese. It is suggested that teachers avoid translating one language to the other. For example, instead of saying “XX means . . .” or “What is the meaning of XX?” a teacher should use Japanese to check if students understand new vocabulary; e.g., 「XXは えいごで何ですか。」

While most language teachers are now familiar with the basic tenets of communicative teaching, there is a wide range of interpretations about how the approach is best applied in day-to-day classroom situations. Such an approach enables learners to communicate in the target language and advocates that classroom language activities be derived from everyday situations. A communicative approach does not exclude audiolingual pattern practice, for example, but rather emphasizes that pattern drilling be done in meaningful contexts.

When implementing *Japanese Language and Culture 10–20–30*, teachers should feel free to select activities, using the most effective elements of all methods and approaches available. For example, the TPR method is typically used in the early stages of language development. Students are asked to stand up, sit down, close the door, look at the board and so on. Teachers can employ a comprehensive range of methods according to their personal teaching styles, keeping in mind that student activities should respect the principles of the communicative approach, and language used in the classroom should be a tool to serve a real communicative purpose.



## **Program Stages**

*Japanese Language and Culture 10–20–30* is divided into five stages. Stage 3 is the basic standard for graduation—30-level course. Stage 4 and Stage 5 are designed for students who have spent a long period of time in Japan and already possess the knowledge and skills in Stages 1 through 3. With regard to module development, this guide provides information on the first three stages of the program.

## **Module Format**

*Japanese Language and Culture 10–20–30* is modular in design. Each program stage is divided into five levels, and students work on one module in each level. A module is a unit of study with a particular theme or topic, and “level” indicates language developmental level. Modules are to be covered sequentially according to the levels. A module consists of a foundation component and an extension component. A foundation component consists of the basic knowledge and skills of all the optional topics listed. There are two to three optional topics available for each extension component. Teachers can create an extension component according to student interests and needs, or according to their own expertise.

It should take roughly 125 hours of instruction to complete a stage; however, as school is a busy community, instructional hours are often reduced because of interruption by other school events. Some modules take more or less time than others depending on the experience of the teacher or students. Teachers should be flexible and take these points into account when planning.

## **Integration of Knowledge, Skills and Attitudes**

For each stage, there are General Learner Expectations, and for each level within a stage there are Specific Learner Expectations, which are broken down into the categories of knowledge, skills and attitudes. Knowledge expectations are divided into language knowledge, which includes language awareness and grammatical knowledge; cultural knowledge, which includes cultural and historical information; and, concepts to be developed. Skill expectations are divided into linguistic functions; linguistic skills, such as receptive and productive skills; sociocultural skills concerning appropriate behaviour in various contexts; and, cognitive skills. Attitude expectations are also specified for each level. They are taken directly from the program of studies and appear as shaded text.

Knowledge, skills and attitudes are, of course, closely interrelated. Skill in writing is developed using knowledge of grammar, and understanding of Japanese interpersonal relationships is gained through such sociocultural skills as bowing appropriately. Teachers should consider all three expectation categories when designing an integrated module.



## TEACHING AND LEARNING OF JAPANESE

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### USE OF JAPANESE IN THE CLASSROOM

It is important for students to hear Japanese constantly in class. Teachers should try to use Japanese as much as possible. Even in the early stages, general instructions can be given in Japanese. The amount of Japanese used in class can be gradually increased for teaching the content of the lesson or for practising particular skills. Students should also be encouraged to use Japanese when communicating with other students or with the teacher in class. The teacher's speech should be at normal speed although, when necessary, may be repeated slowly and with clear enunciation.

Exposure to a variety of speakers of Japanese provides students with the opportunity to get used to variations in the spoken language. Use videos, audiocassettes and human resources. Exchange students, visitors on homestay programs, exchange teachers, Japanese friends and Japanese people living in the area could be brought in to speak with the students or to demonstrate cultural activities. Uncertain and unpredictable language contained in such situations trains students to develop strategies to cope with problems in actual communication. Preparatory information and detailed lesson plans should be provided for students prior to meeting native speakers.

### TREATMENT OF GRAMMAR

One of the criticisms of the communicative approach is that, because of its focus, mistakes are ignored or not dealt with appropriately. However, grammar or pronunciation mistakes often hamper communication.

A careful focus on grammar structures and vocabulary is advisable. Grammar segments should be introduced in context and practised in relation to the themes of each module, not in isolation. The students gain the knowledge of structural elements when participating in activities that focus on grammatical elements as the basis of the communication process. Activities can be planned so that students use particular structures without feeling they are learning grammar. Practical examples are given in the Lesson Planning section of this guide.

If learning activities are carefully planned and successful, students begin to understand that accuracy in language use is important for successful communication. Students should be encouraged to take responsibility for their own learning and for monitoring the accuracy of their own language. Gradually, students gain increasing control over the structural elements of language, and this will facilitate their interactions in Japanese in real-life situations.

## ACTIVE STUDENT INVOLVEMENT

Students learn better when they are actively involved. When engaged in activities that provide communicative experiences in different contexts and for a wide range of purposes, students are able to:

- gather relevant and comprehensible communicative data
- learn by experimenting, making mistakes, correcting them and trying again
- practise and develop various sociocultural and linguistic skills and eventually apply them effectively in different situations
- experience feelings of achievement.

Language education should be focused on learning and the learner. Furthermore, interaction between individuals is the key to successful language learning. Rivers (1987) emphasizes that, “For the genuine interaction language learning requires, individuals (teachers as well as students) must appreciate the uniqueness of other individuals with their special needs—not manipulating or directing them or deciding how they can or will learn, but encouraging them and drawing them out (educating), and building up their confidence and enjoyment in what they are doing. Teacher-directed and dominated classrooms cannot be interactive classrooms; interaction can be two-way, three-way, or four-way, but never one-way.” Teachers should use indirect leadership to create a relaxed and enthusiastic environment wherein student participation promotes meaningful interaction.

## USE OF AUTHENTIC MATERIALS AND REALIA

Learning a second language in a school classroom is much more structured than the acquisition of a language in a natural environment. Although situations requiring the use of Japanese are not always immediately found within the school environment, activities involving real communication and activities that simulate real situations can be planned by using materials from Japan that provide the students with a close to real-life experience. Television commercials, sports events, cartoons or music programs give an abundance of opportunities for students to gain cultural information and for teachers to plan interesting activities. A tin of pop, empty cereal packages, movie posters, fast food restaurant menus, that exist both in Japan and Canada, are wonderful materials to be used in pair work, group work, role plays and tasks. Such items can be obtained from friends or pen pals in Japan, exchange students and teachers, a local Japanese shop or on visits to Japan. Visual impact plays a significant role in language teaching. Educational videos can be useful resource materials. For resources of this type, see the *Japanese Language Learning Resources: An Annotated Listing*, 1996, and the Learning Resources Distributing Centre’s *Buyers Guide*. Both sources can be accessed on-line at <<http://ednet.edc.gov.ab.ca>>.

## **KEEPING STUDENT INTEREST**

To engage student interest, a variety of activities and materials relevant to the student age group need to be prepared.

A lively manner and a brisk pace when conducting a lesson are other important factors. A teacher has to be an actor presenting a variety of performances, using tone of voice, facial expressions and gestures, and playing different roles, such as model presenter, communicator, facilitator, helper, consultant, observer, counsellor, coach, director and conductor. Students pick up on this enthusiasm and become positively involved in activities. Also, when a teacher demonstrates such qualities as emotional maturity, intuitiveness and sensitivity to the feelings of others, students overcome their anxiety or feeling of discomfort and participate more willingly in the class.

## **The Role of Exchange Teachers and Teacher Assistants**

The Office of National and International Education of Alberta Learning has been actively working on the development of educational exchange programs in conjunction with the Hokkaido prefectural government. The Hokkaido Board of Education sends Japanese teachers to secondary schools in Alberta through the Regional and Educational Exchanges for Cultural Understanding (REX) program.

Japanese teachers are placed in secondary schools having a Japanese language education program, and they are to engage in the teaching of the language as a teacher or an assistant teacher for one year and eight months. These are experienced secondary school teachers in Japan and they undergo a four-month training period on Japanese language teaching before they start teaching in Canada.

Native speaking Japanese teachers recruited from Japan sometimes have difficulties with classroom management in Canadian schools. For those who come to Canada without knowledge of Canadian student behaviour, some classroom management tips can be useful. Eye contact is an effective strategy. Desks should be arranged so that the teacher can see each of the students in class. The teacher should move around and monitor each member of the class. Distracted students should be separated from disruptive ones. Firmness may be necessary. Members of the class should be told what is acceptable and what is not. Humour is another important aspect in teaching. Make language learning fun by using body language, crawling under a desk or jumping up and down, or using physical movements, tone of voice and sounds.

Some schools employ teacher assistants. Teacher assistants are precious human resources, and teachers are advised to keep the following in mind in order to make the most of the opportunity to enrich their programs.

What teachers can do:

- Train the assistant:
  - explain the program and syllabus
  - explain the methods and the principles underlying them
  - show the assistant how to prepare materials and use teaching aids

- Plan ahead:
  - keep the assistant up-to-date on what each class is doing
  - plan the activities and discuss with the assistant several days ahead what role is to be taken
  - organize groups, mixing advanced students with weaker students
- Encourage the assistant:
  - show the assistant new techniques or ideas the teacher has seen
  - encourage the assistant to use a variety of resources and materials, and to make some on his or her own
- Handle administrative details:
  - draw up the assistant's timetable
  - organize a special area for the assistant to use for withdrawal group work

What an assistant can do:

- Oral/conversational activities:
  - play games
  - question and answer sessions, using such visual stimuli as photographs, illustrations and real objects
  - help students to prepare for a speech
  - take one role in a role play
  - teach a song
  - read a story or a poem to a group of students
  - demonstrate cultural aspects—*ikebana*, tea ceremony, play a musical instrument, calligraphy, wear or put on a *kimono*, *judo*, *origami*, *rajo taisoo*, and the like
- Listening activities:
  - help students with comprehension exercises
  - present, with the teacher, a model conversation for a given situation
  - help students in a listening exercise—listen to a song and fill in gaps in the lyrics
  - make audiotapes for the teacher to use in class
- Writing activities:
  - present a model *kana/kanji* on the blackboard
  - prepare worksheets and such sample written texts as letters, recipes, diaries, stories, poetry, plans, and the like
- Other activities:
  - prepare and demonstrate Japanese cooking
  - rehearse a play
  - assist with outings
  - decorate the language room or area.

## **CATERING FOR INDIVIDUAL NEEDS: HOW TO DEAL WITH A LARGE NUMBER OF STUDENTS IN ONE CLASS**

The abilities of students within a class are likely to vary considerably. Every individual is unique in temperament and preferred modes of learning. Teachers should plan a variety of activities to meet individual needs. Although interactive classes may appear to be lively and noisy at times, the students also need time to digest information, confirm it, reorganize it and store it. Silent reading and writing practise time can be organized so that students can work at an individual pace and level. This allows the teacher to walk around the class observing individual students or giving personal attention.

Group work and pair work are other ways to deal with a large class. Grouping and pairing encourage peer tutoring. Careful supervision and training in the early stages are necessary to ensure that the students learn to benefit from such activities.

If a language assistant is provided, it makes it easier for the teacher to meet individual needs. The teacher and assistant can present a model conversation. The assistant can also work with a group of students to give extra attention, helping less effective learners or challenging advanced learners.

## **LEARNING STRATEGIES**

Educational research indicates that students of all ability levels use learning strategies, although effective language learners use many more learning strategies than those who are less effective. Oxford et al. (1989) presents six broad strategy categories: metacognitive, affective, social, memory, cognitive and compensation strategies. Language learning strategies facilitate the development of interactive competence. For instance, the strategy groups, such as metacognitive strategies that encourage learners to focus, plan and evaluate their progress, affective strategies that develop self-confidence and perseverance, and the social strategies that provide increased interaction and foster the development of communicative competence. Certain cognitive strategies help learners deal with questions of appropriateness in a given social context, and self-monitoring and self-evaluating are two of the metacognitive strategies that help students learn from their errors. Metacognitive, social and compensation strategies are employed frequently by skillful learners in the integration of four skills.

There are only a few Japanese language textbooks that present learning strategies explicitly. Teachers are reminded that instructing students in the use of such strategies makes language learning more profitable and, moreover, the strategies learned are applicable in other areas of student life. It is recommended that teachers integrate strategy training with language learning.

## TEACHING SCRIPT

Generally speaking, high school curriculum guidelines and textbooks suggest that *hiragana* be the first set of symbols introduced, followed by *katakana* and then *kanji*. Many textbooks still use *roomaji*, which is gradually replaced by *hiragana* as the course progresses. Some elementary school teachers teach *katakana* first as many of the familiar words introduced at this level are written in *katakana*. They feel that language should be taught aurally/orally at the elementary level, and if writing is to be introduced, *katakana* is a more useful script.

### *Hiragana*

In the *Japanese Language and Culture 10–20–30* program, *hiragana* is first introduced in Stage 1. However, it is recommended that students be exposed to frequently used words written in *hiragana*, *katakana* and *kanji* as early as possible. The classroom is full of objects that can be labelled in *hiragana* and *katakana*, and the teacher and students can wear name tags in *katakana*. Maps with Japanese words, cartoons with Japanese captions, pen pal letters, posters, advertisements, brochures, empty food packages and menus can be displayed on the walls. *Kanji* numbers can be written on ribbons or certificates for game winners.

Recognition is the first step in learning. The mnemonic technique used in such teaching materials as Quackenbush's *Hiragana in 48 Minutes* or Ogawa's *Kana Can Be Easy*, helps students learn to recognize symbols in a short period of time. Each *hiragana* symbol is taught by visual and sound association with an English word. Since English sounds are not exactly the same as Japanese sounds, and words are pronounced differently in different English speaking areas of the world, some educators are not in favour of this method; however, many high school students using this method have found it easier and more enjoyable to learn *kana* symbols. As long as students are frequently exposed to authentic Japanese speech—audiocassettes, videotapes, exchange students and teacher assistants—there is no need for concern. Student perception is usually sharp enough to pick up the expected accent from such aural input/stimuli.

### *Katakana*

Quackenbush's *Katakana in 48 Minutes* presents a mnemonic technique for the teaching of *katakana*. *Kimono 2* deals with *katakana* using a unique method. *Katakana* is introduced in four sets of symbols, each set representing a specific theme and a list of words: Set One, the symbols contained in the word *katakana*; Set Two, the symbols contained in a list of drinks; Set Three, the symbols contained in a list of fruits and vegetables; Set Four, the symbols contained in a group of names of countries. There are many interesting and practical student exercises. Students report that they enjoy learning *katakana* this way. The details of teaching strategies for the introduction of *katakana* are in the teacher's manual for *Kimono 2*. Of course, using the same idea, teachers can develop their own sets of symbols and themes to fit student needs. Japanese magazines for young people are another rich source of *katakana* words and also provide the latest trends in youth culture in Japan.

## Kanji

*Japanese Language and Culture 10–20–30* specifies 102 *kanji* characters as the minimum requirement for students to complete Stage 3 of the program successfully. If desired, teachers can add more *kanji* characters to suit the needs of the students. High school students should demonstrate an understanding that *kanji* is an integral part of Japanese writing.

Yoshiaki Takebe, in his book *How to Teach Kanji*, presents an interesting method for teaching *kanji* to 非漢字系学習者 (the learners whose written language does not contain symbolic characters, such as European languages). According to Takebe, *kanji* characters are learned in the right side of the brain as they are signs indicating meaning. Even Japanese people who do not know the meaning of a particular word written in *kanji* can guess. The right side of the brain is said to be used to process visual information, so train the students to use the right side of the brain—in other words, teach *kanji* characters as signs or symbols. *Kanji* characters are made up of units, and each unit has its own stroke order. *Kanji* characters, which are generally introduced in the early stages of a language course, are more or less pictographic and indicative and can therefore be easily explained. When teaching 会意文字 (a *kanji* character made up of two different *kanji* characters), such as 休 and 形声文字 (a *kanji* character made up of two different *kanji* characters, one of which indicates the meaning and the other indicates the sound), such as 時, this method is useful. Each unit has a meaning and a combination of meanings in each unit becomes the meaning of a 会意文字 or 形声文字. Once the students have learned the meaning of a unit, this knowledge can be applied to a new *kanji* character. Such units, which are related to the *kanji* characters specified for the program, are: 日、木、人、口、子、女、宀、宀、貝、羽、月、雨、己、言、門、田. 東 is the direction where the sun rises. When the sun comes over the horizon and moves up in the sky, it can be seen between the trees. The *kanji* 東 (ひがし) is a combination of the sun and a tree. 明 (あか)るい is the condition where both the sun and the moon are in the sky.



*Japanese Language and Culture 10–20–30* should be implemented using a variety of activities that promote student interactive skills. Activities should be based on how language is used in a particular context. Through activities where student attention is focused on conveying and receiving messages, they achieve facility in the use of language and eventually can use the skills in real situations.

### ACTIVITY AND TASK

The terms communicative activity and communicative task are sometimes confused. In the *Japanese Language and Culture 10–20–30* program, “activity” means that which learners actually do during a lesson. This includes all classroom activities, broadly categorized into four types:

- focusing exercises: exercises that focus on elements of the communication process, such as learning structural elements, pronunciation, language learning skills, and the like
- shaping exercises: exercises that develop and structure language within an extended piece of discourse, such as cloze, substitution and matching exercises
- practise of communication activities: activities that involve communicative use of the target language, such as role play
- realistic communication activities: activities that involve communicative use of the target language in nonsimulated contexts, such as information or opinion gap activities and problem-solving activities.

Activities should be planned to provide students with opportunities to experience a variety of communicative situations. An activity should have a purpose, although the purpose need not be explicit. For example, in an activity where greetings are introduced and practised, likely in the first lesson, a teacher would probably not say that the purpose of saying おはよう is to maintain an interpersonal relationship with a partner. However, when learners encounter different forms for expressing greetings, and different ways of behaviour, such as bowing, they realize that greeting someone appropriately is, indeed, necessary to maintaining interpersonal relationships.

Communicative tasks are normally assigned at the end of a series of learning activities. The learners are challenged by a situation with clear goals and are expected to demonstrate the skills rehearsed and developed up to that time to achieve the set goals of the task. A task should be conducted in a genuine interactive situation outside the classroom, if circumstances allow: for instance, in restaurants, Japanese food shops, other schools where Japanese is taught or at



Japanese community events, such as bazaars and festivals. Teachers might also invite exchange students, teachers from other schools and visitors, or ask Japanese-speaking individuals to talk with their students on the telephone or otherwise interact with them.

## TYPES OF ACTIVITIES

Research studies and written references suggest the following types of activities for the promotion of interactive language learning.<sup>1</sup>

- **Problem-solving activities**  
For example, role play that involves solving real-life problems, crossword puzzles, jigsaw puzzles.
- **Information/opinion/affective gap activities**  
For example, puzzle activities where individuals have only part of the total picture but must come together to create the whole; various types of pair-work activities.
- **Personalized activities**  
For example, opinion gap activities, expressive writing based on personal experiences, questionnaires, surveys, drama and role play.
- **Games**  
For example, twenty questions, linking and matching games, card and board games, word games, true/false games, memory games, question and answer games, guessing games.
- **Activities using pictures**  
For example, writing captions for pictures, sequencing and labelling of jumbled pictures, filling in speech bubbles in a cartoon, comparing and contrasting pictures, describing pictures, using pictures for self-expression.
- **Focus and shaping exercises**  
For example, gap-filling exercises, cloze exercises, sentence completion games, matching exercises (words to pictures, captions to pictures, two halves of a sentence), yes/no and true/false exercises, multiple choice exercises, pattern practice, word building, vocabulary learning/expansion, crossword puzzles, jumbled words/sentences.
- **Drama activities**  
For example, role play (scenario dramas, open-ended), story telling, writing and performing plays, developing characterization in a play or story, developing actions to accompany songs/poems.

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<sup>1</sup> D. Nunan, *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press, 1989.  
W.M. Rivers, *Interactive Language Teaching*. Cambridge: Cambridge University Press, 1987.  
K. Johnson and K. Morrow (eds.), *Communication in the Classroom: Applications and Methods for a Communicative Approach*. Harlow, Essex: Longman Group Ltd., 1981.

- **Literature-based activities**  
For example, listening to stories, memorizing simple poems/ rhymes/songs, copying and illustrating an incident in a story and writing a few lines or a paragraph to accompany the illustration, retelling a story, pretending to be a character from a story and describing oneself, writing questions about a story for another learner to answer, dramatizing all or part of a story/play/poem, completing an unfinished story/play/poem, extracting sociocultural data from a piece of literature, answering questions about a piece of literature.
- **Writing activities**  
For example, describing a picture, telling the story depicted in a sequence of pictures, completing an unfinished sentence/paragraph/ story, connecting short sentences with appropriate connectives, drafting and redrafting a piece of written work with the help of peers and/or the teacher.
- **Information processing activities**  
For example, project work, completion exercises—filling in forms, tables, charts, documents, and labelling diagrams and pictures—reading for gist or detail, listening for gist or detail, note-taking, report writing, preparing agendas/notes/memos, letter writing, classification tasks, interpreting and transforming visual and tabular information in the written or spoken form, gap-filling tasks involving prediction from context, transcription, guided writing, sequencing and matching activities, transcribing numbers, names, dates, times.

Themes and topics, project work, language purposes (socializing, etc.) and literary texts can be used to integrate activities so that learners see an individual activity as part of a whole, and are able to link together the language learning processes and the knowledge, skills and strategies that they have acquired.

## PROJECT WORK

In project work, learners decide what to produce, and they discuss and plan necessary activities for the successful completion of their product, collect information through interviews or reading written/visual materials and finally present the product, such as a report, visual presentation or video. All the activities involved in the project are carried out using the target language. A project takes 10 to 15 hours, of which 3 to 5 hours are spent outside the classroom. Project work is challenging but rewarding and could be assigned as part of a summative assessment for Level 5, Stage 3. A project involves many stages, each of which contains different objectives and requires different skills. These are the possible stages in a project:

1. orientation: the project work, and how it is to be done, is explained
2. deciding what can be done: suggesting topics or themes to research and how the product might be presented

3. deciding on the process: what activities are to be done inside and outside the classroom
4. preparation of materials: questionnaires, written materials, practise sheets, equipment, such as tape recorder, audiocassettes
5. practise of the language necessary for each task
6. practising for the activity to be carried out outside the classroom
7. collecting information and reporting it at a meeting
8. collating information
9. presenting the product
10. feedback.

The following are suggested project examples:

- preparing a report on the trading relationship between Alberta and Japan
- creating a survival kit for exchange students
- preparing a report on the eating habits of the Japanese
- preparing a report on how the Japanese spend their leisure time
- collating information about a trip to Japan
- writing a storybook for young children.

## USE OF RESOURCE MATERIALS

The teaching of natural language requires the preparation of supplementary materials. Busy teachers can use available materials, but adaptation is usually necessary. Teacher-prepared materials enrich student learning environments and add depth to learning experiences.

## Texts

Teachers, and in particular non-native speaking teachers, may find the support of a textbook useful. However, since the contents of prescribed learning resources may not necessarily follow the order of the *Japanese Language and Culture 10–20–30* program, it is necessary for teachers to use them with care. For resources of this type, see the *Japanese Language Learning Resources: An Annotated Listing*, 1996, and the Learning Resources Distributing Centre's *Buyers Guide*. Both sources can be accessed on-line at <<http://ednet.edc.gov.ab.ca>>.

## Visuals

Visuals include flash cards made by teachers, using their own drawings, commercial visual cards made to teach other languages, posters, slides, overhead projector transparencies, cutout pictures and graphs. Calendars, photographs, maps, menus, objects, store flyers and catalogues also can be used as visuals to introduce and enrich vocabulary and to practise language use in particular situations. Visual materials can be talked about, or they can be used simply to maintain interest and enthusiasm. Visuals, such as diagrams, flow charts, graphs, tables, timelines and maps, not only stimulate attention but also convey essential information clearly. For example, when introducing Japan's trade friction, diagrams, graphs, newspaper articles and photographs play an important part in providing key concepts of Level 2, Stage 3.

The use of visuals in developing listening comprehension, especially in directed listening, is an effective technique. When learners look for particular information, visuals help to guide and prepare them by providing background and context.

## Games

Communicative games help and encourage students to sustain their interest and learning. They also help teachers to create contexts in which the language is used naturally and meaningfully. Games can provide intense and meaningful practice of language and help students to consolidate and review their knowledge.

Games can be bought or made. Pictures from commercially available games in other languages can be used to create Japanese language games. Such pictures are sturdy and withstand frequent use. Teacher-made game materials should be laminated to ensure durability. Many useful teacher references on language games are available. A few are listed below:

- *Let's Play Games in Japanese: A Collection of Games and Teacher Aids*, McGinnis S. et al., National Textbook Company, 1992
- *80 Communication Games for Japanese Language Teachers*, The Japan Times, 1993
- *50 Games for Drills in Learning Japanese*, M. Kuriyama and K. Ichimaru, ALC Press, 1992.

The following are some handy games to be played in class:

- Number games.
- Students write down a list of five words or activities that may include, for example, a drink, a sport, a food or a language, and the teacher calls out questions that can be answered using these words or activities.
- しりとり: ever popular game, using the last syllable of the previous word to start a new word; a player loses if a word ending with ん is used.
- ふくわらい
- Memory game: each speaker remembers all previous items, then adds one new item. This keeps going until there are too many items to remember, for example,  
Xさんはデパートで本を三さつ買いました。  
Xさんはデパートで本を三さつとハンカチを二まい買いました。  
Xさんはデパートで本を三さつとハンカチを二まいとぼうしを一つ買いました。
- Students use yes/no questions to find out what or who someone is thinking of, for example: Who am I? What am I?
- Students receive a card with an activity written on it in Japanese and are required to mime it.
- Students receive three cards each and have to draw the 'scene' described on their card for their partner. The partner has to figure

out from the sketch what the 'scene' is. No talking is allowed by the artist.

- Students write things about themselves, the teacher reads their pieces aloud and other students guess who is being described.
- A player tries to guess the identity of a mystery person in the class— known to the rest of the class—by asking a question  
めがおおきいですか。かみがきいろいですか。てがながいですか。めがねをかけていますか。あかいかばんをもっていますか。
- Telepathy: a 'medium' concentrates on one visual and tries to send a telepathic message to the class members. The class guesses which visual was concentrated on and calls it out.
- Broken telephone: students form groups of five to ten players. A short sentence or a word is whispered down the line from student to student, until the last student speaks it aloud for everyone to hear.
- Pass the message: students line up in teams and are given a short written message by the teacher. The first player reads the message and 'writes it' with a finger on the next player's back. The last player writes it on the board. A message can be a *hiragana* / *katakana* word.
- The class is divided up into teams. One student gives a topic, and teams collect words associated with the topic. The team that collects the most words wins. This game can also be played orally and individually.
- れんそうゲーム: each player thinks of a word associated with a word given by the previous player, for example:  
バナナといたらみかん (first player),  
みかんといたらすっぱい (next player),  
すっぱいといたらレモン (next player)  
レモンといたらきいろ。きいろといたら ...  
Use clapping body movement to create a rhythm.
- The class splits into two teams. A person who is not in the game gives out a topic to the team leaders. The team members do not know what the topic is. The leaders take turns giving hints, one related word at a time, until the players on one of the teams guess the topic.
- Crossword puzzles and wordsearches are enjoyed by all ages, and they can be used to consolidate the knowledge and skills to be acquired.

## Worksheets

Plenty of printed worksheets should be prepared to give extra help for slower learners and to challenge effective learners.

## Magazines, newspapers, videos

Movies, plays, sports events, variety shows and television commercials are good sources of cultural information.

Magazines can be used to cut out pictures to make stimulating visuals, to have students search for *katakana* words and try to work out the effectiveness of the language (Level 2, Stage 3), to obtain cultural information and to identify similarities and differences by comparing with similar kinds of magazines printed in Canada and Japan.

Newspaper columns can be modified to gain information on current affairs, and a television guide can be used for role play or research purposes. Television commercials or videos can be used to identify a certain quality of an item advertised; sports/variety shows can be used for writing letters to pen pals asking questions regarding the programs.

Videotapes of students introducing themselves, acting in a skit or conducting a tour of the school can be used to exchange information with a twinned school in Japan.

## **Technology**

Databases, the Internet and computer programs could be used.

Japanese word processors and word processing software are offered through the Japanese Language Teaching Materials Donation Program of The Japan Foundation (see Appendix B for contact information).

## **STEPS FOR DEVELOPING A MODULE**

A module consists of two components, a Foundation Component and an Extension Component. Successful completion of a module is judged by checking whether or not a student has achieved the specific learner expectations for each level. The Assessment Guidelines section provides suggestions on assessing student performances. Teachers can assign time for each or integrate the extension subject matter into the foundation subject component.

The following steps are recommended in developing a module:

- selection of Extension subject matter for the level
- rearrangement of subject matter to suit student needs and interests
- reorganization of specific learner expectations to match each subject item from the level
- listing suitable activities and tasks for each subject
- selection of language, linguistic patterns, vocabulary and possible language exponents to match activities chosen for each subject
- identification of learning resources and teaching materials
- planning of units of work and lessons in a unit.

## **SAMPLE UNITS OF WORK**

A module is divided into a number of units, each of which consists of several daily lessons. A unit of work consists of a theme or topics and subject matter. Samples of units of work are provided to illustrate one approach to implementing the program.

## **DAILY LESSON PHASES**

A module consists of a series of lessons, and each daily lesson is planned according to teaching style and philosophy of each individual teacher. The format suggested here is a general one and it should be altered to suit the needs of the students.

Usually, a lesson flows through four phases: Introduction Phase, Development Phase, Consolidation Phase and Closing Phase. Of course, this is dependent on what the lesson is meant to achieve.

## **Introduction Phase**

Generally, a teacher reviews student knowledge related to the upcoming aspects of learning, and then introduces the new aspects by explaining the purposes and procedures of the activities. Here language components, particular linguistic elements and vocabulary are introduced. The following activities are used in this phase:

- introducing vocabulary by using concrete objects; for example, classroom objects, a clock for teaching time, picture graphs to introduce the trading relationships, a timeline to introduce historical vocabulary, a map to show directions and place names
- word games or crossword puzzles
- matching words or captions to pictures/cartoons
- yes/no or true/false exercises
- describing pictures.

## **Development Phase**

Activities are provided for practising and developing particular knowledge or skills. Situations or contexts are presented for the students to try out the new language patterns in practice:

- crosswords or word games
- matching words or captions
- filling in the gap or cloze exercises
- labelling diagrams or pictures
- sentence completion
- aural comprehension
- pair work
- role plays, simulated dramas
- jumbled words or sentences.

## **Consolidation Phase**

Activities for reinforcing and consolidating the introduced knowledge and skills are given:

- performing a role play and recording the performance on video or audiotape
- checking or confirming with textbooks and other reference materials
- playing games
- singing songs.

## **Closing Phase**

This phase summarizes the lesson, and is an opportunity, by questioning, to obtain feedback from students to determine if they have successfully understood the concepts introduced in the lesson.



# PROGRAM SCOPE AND SEQUENCE

## STAGE 1: Introduction to Japan

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Foundation Component	Self and Surroundings	Basic Needs 1	Basic Needs 2	Student Interests	My Japanese Counterpart
Extension Component A (Option 1)	Family and Friends	Food	Transportation	Hobbies	<p style="text-align: center;"><b>Hosting a Friend from Japan</b></p> <p><i>Suggested Topics:</i></p> <ul style="list-style-type: none"> <li>• Hygiene and health</li> <li>• School (guide to school)</li> <li>• Daily routine</li> <li>• Housing</li> <li>• Family</li> <li>• Visiting someone</li> <li>• Hobbies</li> <li>• Excursions</li> <li>• Shopping</li> </ul>
Extension Component B (Option 2)	School	Dwellings	Shopping	Sports	
Extension Component C (Option 3)		Clothing		Music/Drama	
Extension Component (Option 4)					



## STAGE 2: Japan Today

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Foundation Component	Land and People	Customs	Arts and Literature	Work	Living in Japan
Extension Component A (Option 1)	Geography	Festivals	Arts	Jobs/ Employment	<p style="text-align: center;"><b>Going to Japan</b></p> <p><i>Suggested Topics:</i></p> <ul style="list-style-type: none"> <li>• Japanese home/use of facilities</li> <li>• School visit (or <i>juku</i>)/ education system</li> <li>• School excursion</li> <li>• Visiting friends</li> <li>• Workplace</li> <li>• Vacation</li> <li>• Travelling</li> <li>• Shopping</li> <li>• Hospital visit (injury/ accident)</li> </ul>
Extension Component B (Option 2)	History	Religion	Performing Arts	Work and Leisure	
Extension Component C (Option 3)		Social Systems (Beliefs)	Literature		
Extension Component (Option 4)					

## STAGE 3: Japan and the World

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Foundation Component	National Treasures	Economics and Politics	Science and Technology	Global Relationships	Values
Extension Component A (Option 1)	Architecture	Japanese Economy and Industrial Structures	Science and Technology	Japan and Canada/North America	<i>Suggested Topics:</i> <ul style="list-style-type: none"> <li>• Education and employment</li> <li>• Tradition and change</li> <li>• Reality behind perceived affluence</li> <li>• Social roles</li> </ul>
Extension Component B (Option 2)	Fine Arts and Crafts	Government	Environment	Japan and the World	
Extension Component C (Option 3)	Literature		Information Society		
Extension Component (Option 4)					

## STAGE 4: Japan Tomorrow

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Foundation Component	Social Issues	Social Change	Global Relationships	Science and Technology	The Working World
Extension Component A (Option 1)	<i>Suggested Topics:</i> <ul style="list-style-type: none"> <li>• Aging</li> </ul>	<i>Suggested Topics:</i> <ul style="list-style-type: none"> <li>• Values</li> </ul>	<i>Suggested Topics:</i> <ul style="list-style-type: none"> <li>• Exchange of personnel/technology</li> </ul>	<i>Suggested Topics:</i> <ul style="list-style-type: none"> <li>• Medical issues</li> </ul>	<i>Suggested Topics:</i> <ul style="list-style-type: none"> <li>• Investigation of requirements for a career</li> </ul>
Extension Component B (Option 2)	<ul style="list-style-type: none"> <li>• Population</li> <li>• Welfare</li> </ul>	<ul style="list-style-type: none"> <li>• Traditions</li> <li>• Lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>• Political interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Energy conservation</li> </ul>	
Extension Component C (Option 3)	<ul style="list-style-type: none"> <li>• Health care</li> <li>• Immigration policies</li> </ul>	<ul style="list-style-type: none"> <li>• Materialism</li> <li>• Women's/ men's roles</li> </ul>	<ul style="list-style-type: none"> <li>• Southeast Asia and Japan</li> </ul>	<ul style="list-style-type: none"> <li>• Ecology</li> <li>• New technologies</li> </ul>	
Extension Component (Option 4)	<ul style="list-style-type: none"> <li>• Racism</li> <li>• Equality</li> </ul>				

## STAGE 5: Specialized Areas of Study

LEVEL 1★	LEVEL 2★	LEVEL 3	LEVEL 4	LEVEL 5
<b>TOURISM STREAM</b>				
Possible Courses: <ul style="list-style-type: none"> <li>• The Tourism Industry</li> <li>• People and Places</li> <li>• Quality Guest Service</li> <li>• The Food Sector</li> <li>• The Accommodation Sector</li> <li>• The Travel Sector</li> <li>• The Attractions Sector</li> </ul> (two courses)		Independent Research Project  or  Work Experience Placement (three modules)		
<b>ENTERPRISE STREAM</b>				
Possible Courses: <ul style="list-style-type: none"> <li>• Challenge and Opportunity</li> <li>• Planning a Venture</li> </ul> (two courses)		Independent Research Project or Work Experience Placement (three modules)		
<b>CAREER CHOICE STREAM</b>				
INTRODUCTORY LEVEL COURSES (two courses)		Independent Research Project or Work Experience Placement (three modules)		
<b>HUMANITIES STREAM</b>				
Literature	Literature	Independent Production of a Creative Work		
Drama	Drama			
Mass Media	Mass Media			

★ In Level 1 and Level 2, career-oriented streams present introductory concepts from Career and Technology Studies. While the same CTS concepts are developed in Level 1 and Level 2, the study of Japanese language use is more sophisticated in Level 2 than in Level 1.

## MODULE DESCRIPTIONS AND PERFORMANCE INDICATORS

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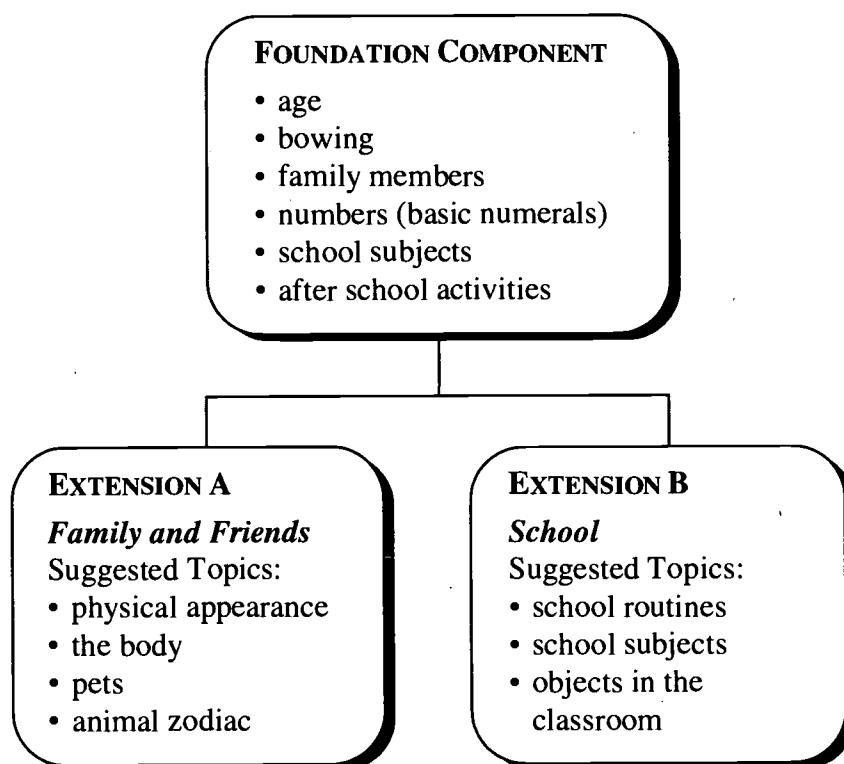
Each module in Stage 1 through Stage 3, Level 1 through Level 4, consists of a foundation component and a choice of one of the extension components. The mandatory subject matter included in the foundation component covers all the basic information and knowledge that students are expected to know before pursuing an extension component. Extension components permit students to choose which topic they wish to study in further detail. Level 5, in Stage 1 through Stage 3, includes only a foundation component.

### STAGE 1

#### Level 1

#### Self and Surroundings

In this module, students learn how to introduce and describe themselves and others, exchange personal information, give simple opinions, talk about some aspects of school life and give instructions.



## Performance Indicators

### Extension A

#### Family and Friends

The student should be able to:

- greet a classmate appropriately at various times of the day
- greet an older person or a stranger at various times of the day
- record a brief audiotape or a video letter for a Japanese pen pal, giving three to five items of basic personal information
- prepare for a party with Japanese friends: practise asking new friends for two or three pieces of personal information
- listen to a tape recording of a self-introduction and introduce this person, using personal data from the recording
- introduce family members to classmates, using a photograph and give two or three facts about each member
- listen to three to five messages on an answering machine, and make a list of the people who called and their telephone numbers.

### Extension B

#### School

The student should be able to:

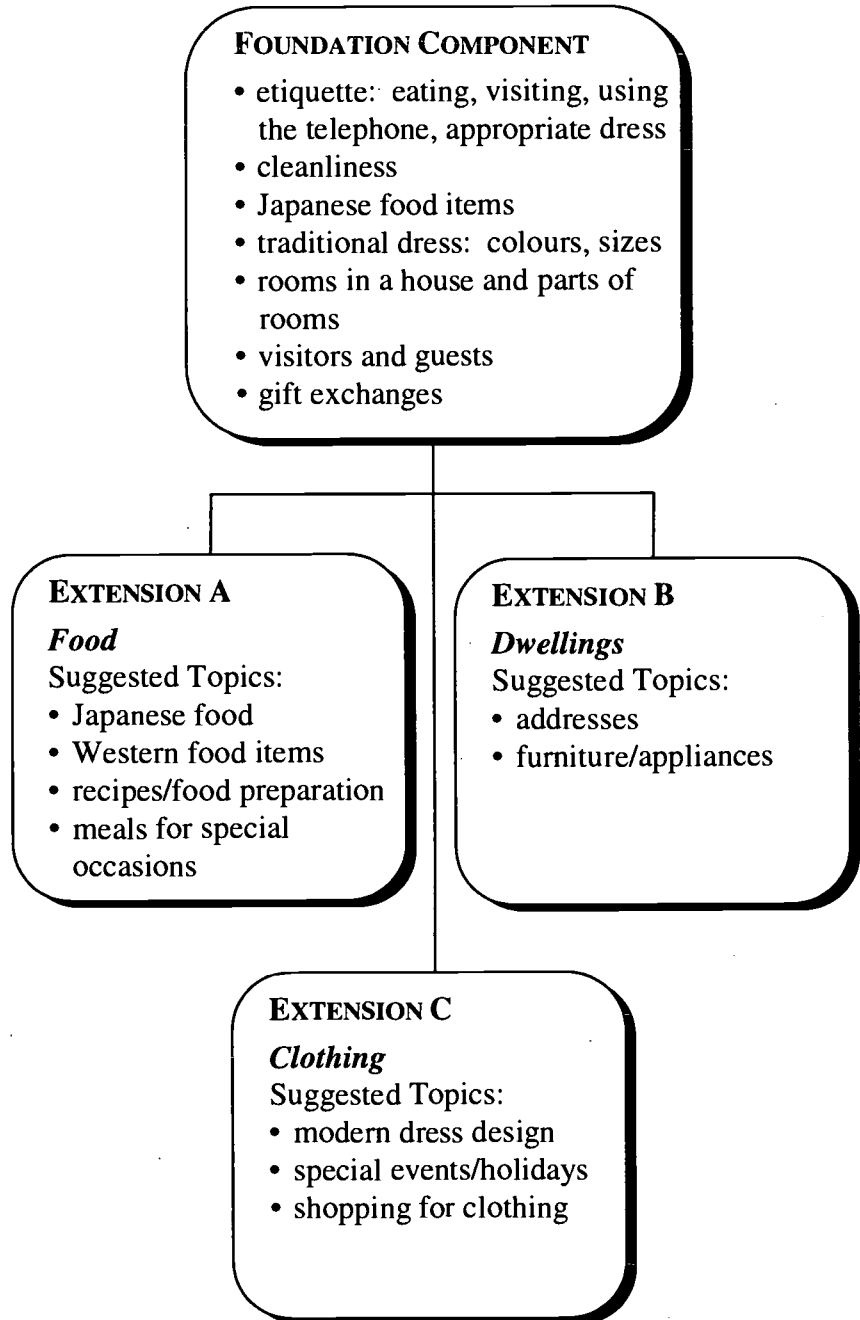
- label objects in the classroom, using cards provided
- welcome a new student to the school and explain how to read a timetable to find class times and when after school activities begin
- examine a text written in Japanese and identify three examples of *hiragana*, *katakana* and *kanji* script. With a small group, read and figure out five new words written in *katakana*, using the few symbols of *katakana* already learned
- conduct a survey in the classroom and list each student's favourite subject
- respond appropriately to instructions during a game of Simon Says.

**STAGE 1**

**Level 2**

**Basic Needs 1—Food, Dwellings, Clothing**

In this module, students learn about basic etiquette required in Japan, Japanese beliefs about cleanliness, Japanese food, traditional dress and dwellings, making arrangements to do something and asking about the preferences of others.



## Performance Indicators

### Extension A

#### Food

The student should be able to:

- demonstrate proper Japanese etiquette during a meal at a Japanese restaurant or when visiting Japanese friends
- inquire about people's food preferences by conducting a survey and writing the results in a chart
- examine a Japanese grocery flyer and determine the cost of three or four different types of food, including Western and Japanese foods
- read a Japanese restaurant menu, and after deciding what entree and drink to order, calculate the total cost
- match pictures of Western foods with *katakana* cards and teach the Japanese words and symbols to a friend
- examine instructions for a simple recipe and make a *hiragana* list of the main ingredients, indicating quantities.

### Extension B

#### Dwellings

The student should be able to:

- inquire about the location of someone's house and ask for a description of it, using simple adjectives
- role play a guide at an information desk, and give the address of a certain household, using a simple map
- understand information about the names, addresses and telephone numbers of six families and locate their homes on a prepared map with house numbers indicated
- accept a telephone invitation to visit a Japanese friend's house, and demonstrate proper etiquette when arriving
- write an invitation to a party
- demonstrate proper etiquette when welcoming and serving guests
- write brief dialogues, using set expressions about leaving and arriving home.

### Extension C

#### Clothing

The student should be able to:

- conduct a survey among classmates regarding their favourite clothes and favourite colours, and write the results in chart form
- role play shopping with a friend, asking for certain items in a clothing store, checking sizes and making a purchase
- write a newspaper advertisement about clothing for sale, using two or three simple adjectives and correct counters
- describe, orally, to a non-Japanese audience, four or five parts of a traditional Japanese garment, using a doll or a picture.

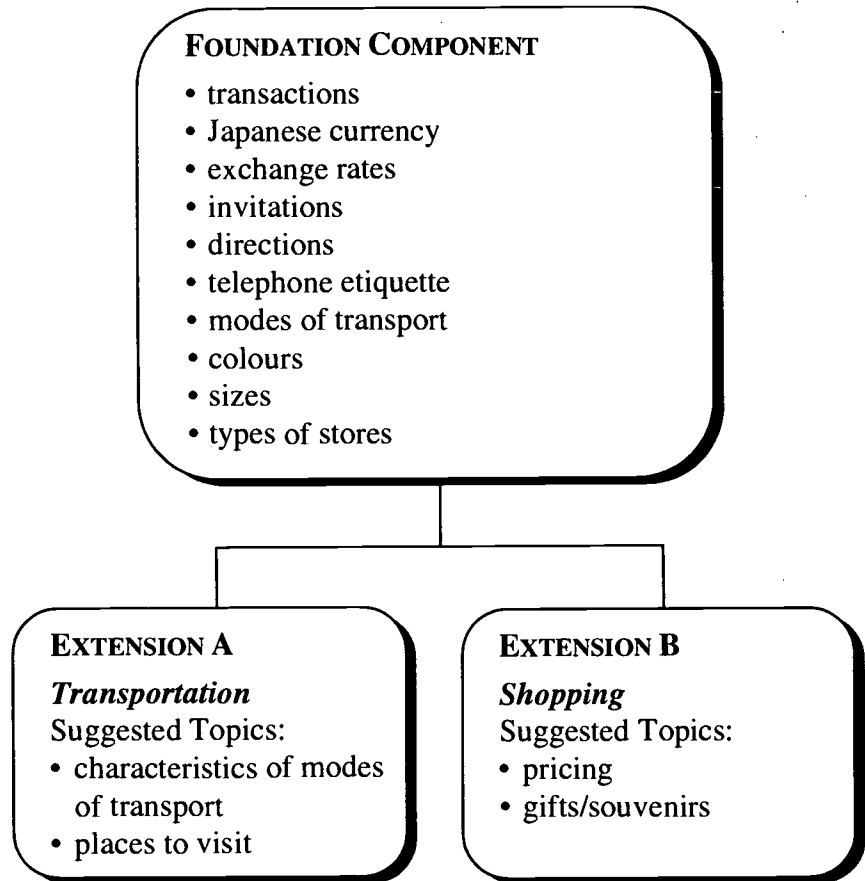


**STAGE 1**

**Level 3**

**Basic Needs 2—Transportation and Shopping**

In this module, students learn about further etiquette for shopping, using various modes of transport and accepting or declining invitations. They also learn about Japanese currency and exchange rates.



## Performance Indicators

### Extension A

#### Transportation

The student should be able to:

- write a journal entry describing a holiday, including two or three modes of transport and places visited
- plan a weekend, using a travel guide, and invite someone to go somewhere
- listen to an audiotape of someone describing plans for a trip, and write down three details from the description
- explain to an exchange student how to inquire about and purchase a train or bus ticket.

### Extension B

#### Shopping

The student should be able to:

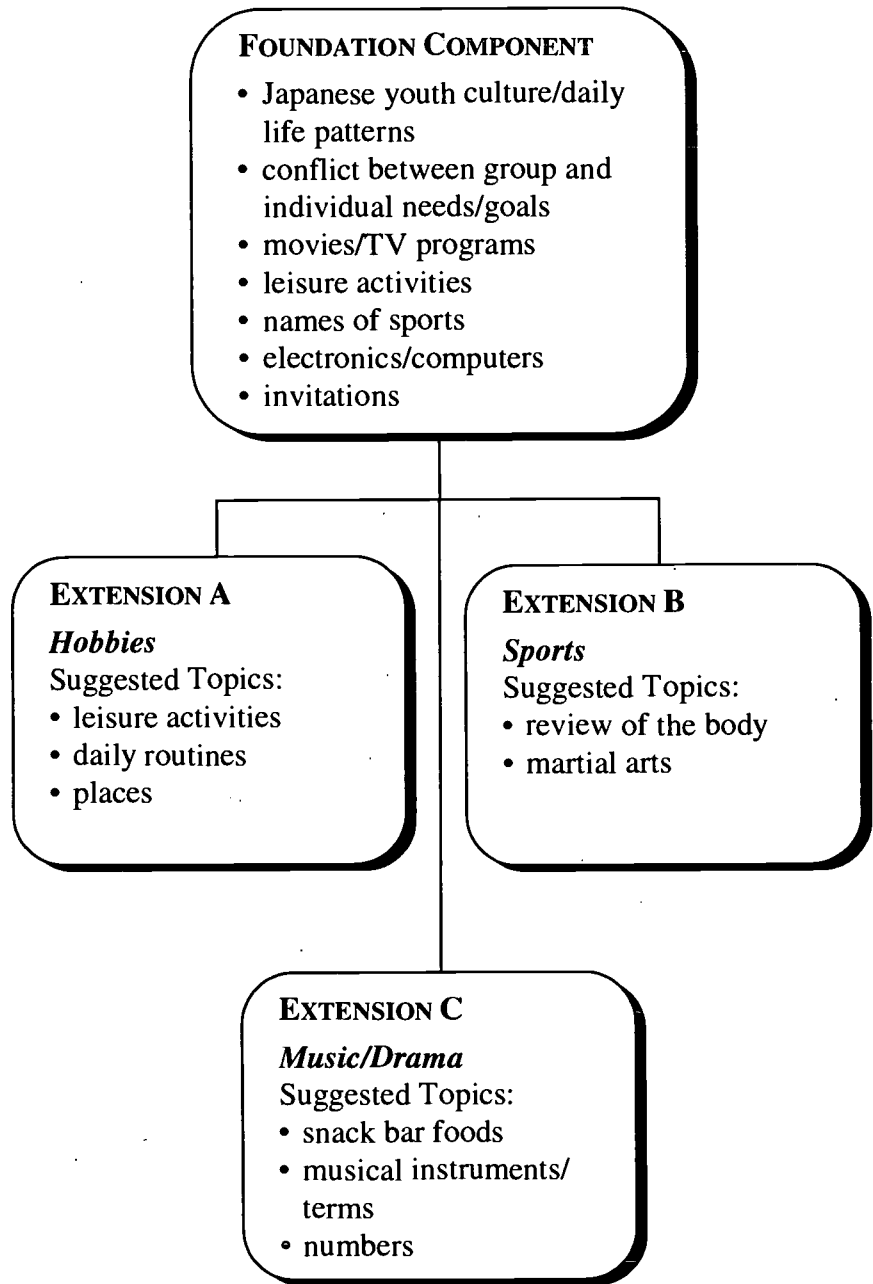
- make arrangements on the telephone to go shopping with a friend
- watch a Japanese TV commercial about a product, and write down three details about it
- ask a clerk from a Japanese food store about an item's price, colour and availability
- make up a list of typical Canadian or Japanese souvenirs that one might buy
- understand an oral description of the locations of specialty stores in relation to one another and indicate where the stores are on a blank map or mall floor plan.

**STAGE 1**

**Level 4**

**Student Interests**

In this module, students learn about the daily routines of young people and about the youth culture in Japan, including conflict between the needs and goals of groups and individuals. They also learn to tell time more specifically and to ask for permission.



## Performance Indicators

### Extension A

#### Hobbies

The student should be able to:

- deliver a brief oral report about a favourite hobby (1–2 minutes long)
- write a short paragraph about having fun on the weekend, describing three or four activities
- conduct a survey of classmates to see what is the most popular hobby. Compare the results with a similar survey done among a class of Japanese students
- make a list of five favourite things to do outside of school hours.

### Extension B

#### Sports

The student should be able to:

- prepare posters about well-known Canadian, American or Japanese athletes, including photographs, names and brief biographies in Japanese
- imagine Olympic games with animals competing in different sports, and make posters or results sheets
- read a short text about an athlete, and write down five details
- write an imaginary hospital report on injuries due to certain sports, listing the type of athlete and the body part injured
- listen to a sportscast recording in Japanese, and write down the final scores of the game.

### Extension C

#### Music/Drama

The student should be able to:

- invite a friend by telephone to go see a Japanese movie on the weekend
- write a short description of a Japanese actor or actress, and read it to a classmate
- read a Japanese advertisement for a North American movie, and write two or three details about the movie
- research snack bar foods that are available in Japan, and role play buying some of them at a movie theatre
- prepare posters on Canadian, American and Japanese music stars, in Japanese, and include photographs, names and brief biographies
- record a couple of Japanese folk songs or perform them live, and give two details about each song
- invite a friend to a concert and make all of the arrangements for the outing
- write to a pen pal about a show, concert or music video, providing three or four details
- call friends about a band rehearsal, and make the necessary arrangements.

## STAGE 1

### Level 5★

#### My Japanese Counterpart—Hosting a Friend from Japan

In Level 5, Stage 1, students review, summarize and enhance what they have learned in Stage 1 through a real or simulated experience of hosting a Japanese exchange student.

##### FOUNDATION COMPONENT

- aches/pains
- health
- daily personal hygiene routines
- differences between Japanese and Canadian schools
- housing
- family structures and values
- etiquette (visiting/hosting)
- introductions
- shopping
- modes of transport
- public transit
- clothing
- sports
- hobbies
- food/restaurants
- holidays
- travel/excursions

★Level 5 in each Stage includes only a foundation component (no extension components).

#### Performance Indicators

The student should be able to:

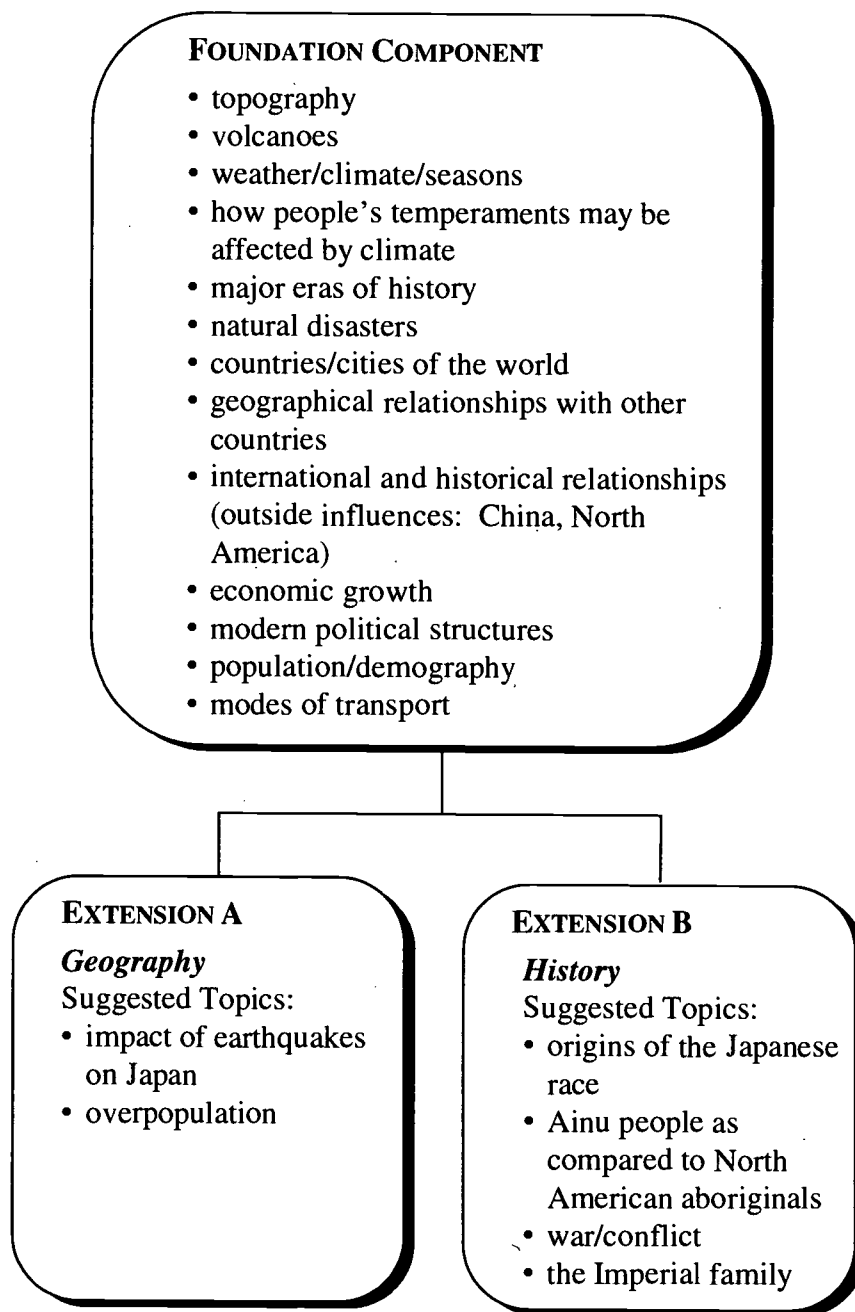
- talk about daily personal hygiene routines, giving three or four details including how to use the toilet/shower/bath in Canada
- draw up a plan/itinerary of activities for a house guest from Japan, after listening to the guest's tape about preferred activities
- write a letter of introduction to a future Japanese house guest, including at least five or six pieces of information about the host family
- explain to a Japanese guest where things are in a house, school, store, town, using a floor plan or map
- ask about a Japanese counterpart's health and whether or not there are any special dietary needs
- talk to a guest about the daily timetable of home or school activities
- exchange currency at a bank
- prepare a survival guide for Japanese guests to inform them about school, public transport, leisure facilities, stores, host families, common expressions
- tell an exchange student about a family outing to the mountains for skiing/camping, and advise what needs to be packed.

## STAGE 2

### Level 1

### Land and People

In this module, students learn about basic Japanese geography and history, including international relationships and the role of nature in Japanese history.



## Performance Indicators

### Extension A

#### Geography

The student should be able to:

- listen to radio or TV weather forecasts for three different cities and accurately write down two or three correct details about each one
- talk, with a friend or classmate, about a favourite season and describe two or three activities enjoyed at that time
- examine a simplified train or bus schedule and find the quickest and least expensive way to travel between two cities
- write a paragraph describing four or five geographical similarities and differences between Japan and Canada
- label a world map by identifying ten countries with their capitals, official language(s) spoken and major topographical features, and identify three bodies of water
- design a short questionnaire and conduct a survey among classmates about preferred climates and feelings associated with various types of weather.

### Extension B

#### History

The student should be able to:

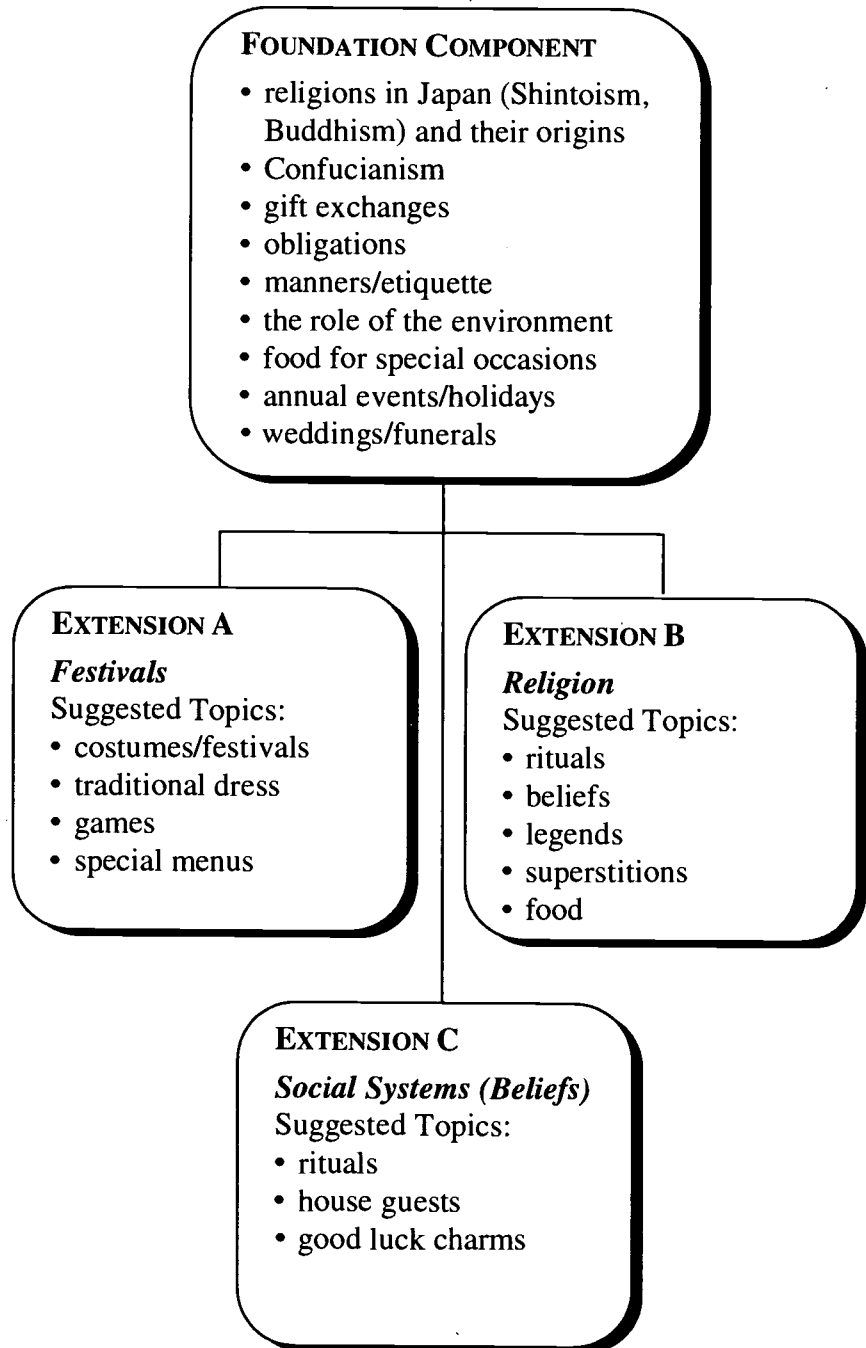
- describe two or three features of each of three major eras of Japanese history, and name three significant events that took place in each period
- prepare with a group of three or four classmates a brief oral report on the Ainu people, comparing their traditional dress, diet, rites, habits and skills with those of Canadian aboriginals
- identify two or three historical influences on Japanese culture and provide some specific examples.

**STAGE 2**

**Level 2**

**Customs**

In this module, students learn how religious beliefs and nature have influenced Japanese customs and traditions, and about the Japanese traditions of respect, humility and obligation.





## Performance Indicators

### Extension A

#### Festivals

The student should be able to:

- place five or six special events or festivals on a calendar and discuss each one briefly
- draw three to five comparisons between Canadian and Japanese festivals by writing a letter to a pen pal in Japan
- videotape the preparation process and describe the steps in Japanese for following a simple recipe for a Japanese dish to be served at a certain time of year
- create a Japanese family crest (*mon*) to represent his or her own Canadian family and explain its significance to the class
- demonstrate a *bon* dance for an imaginary festival.

### Extension B

#### Religion

The student should be able to:

- tell the difference between Shinto shrines and Buddhist temples when looking at pictures or photographs of them
- name, using photographs, three or four objects found at a shrine and explain their significance in simple terms
- ask a Japanese pen pal or friend to tell about three Japanese superstitions, and tell about close Canadian equivalents
- name three or four parts of a shrine or temple by viewing pictures
- explain one or two events that occur when Japanese people visit a Shinto shrine.

### Extension C

#### Social Systems (Beliefs)

The student should be able to:

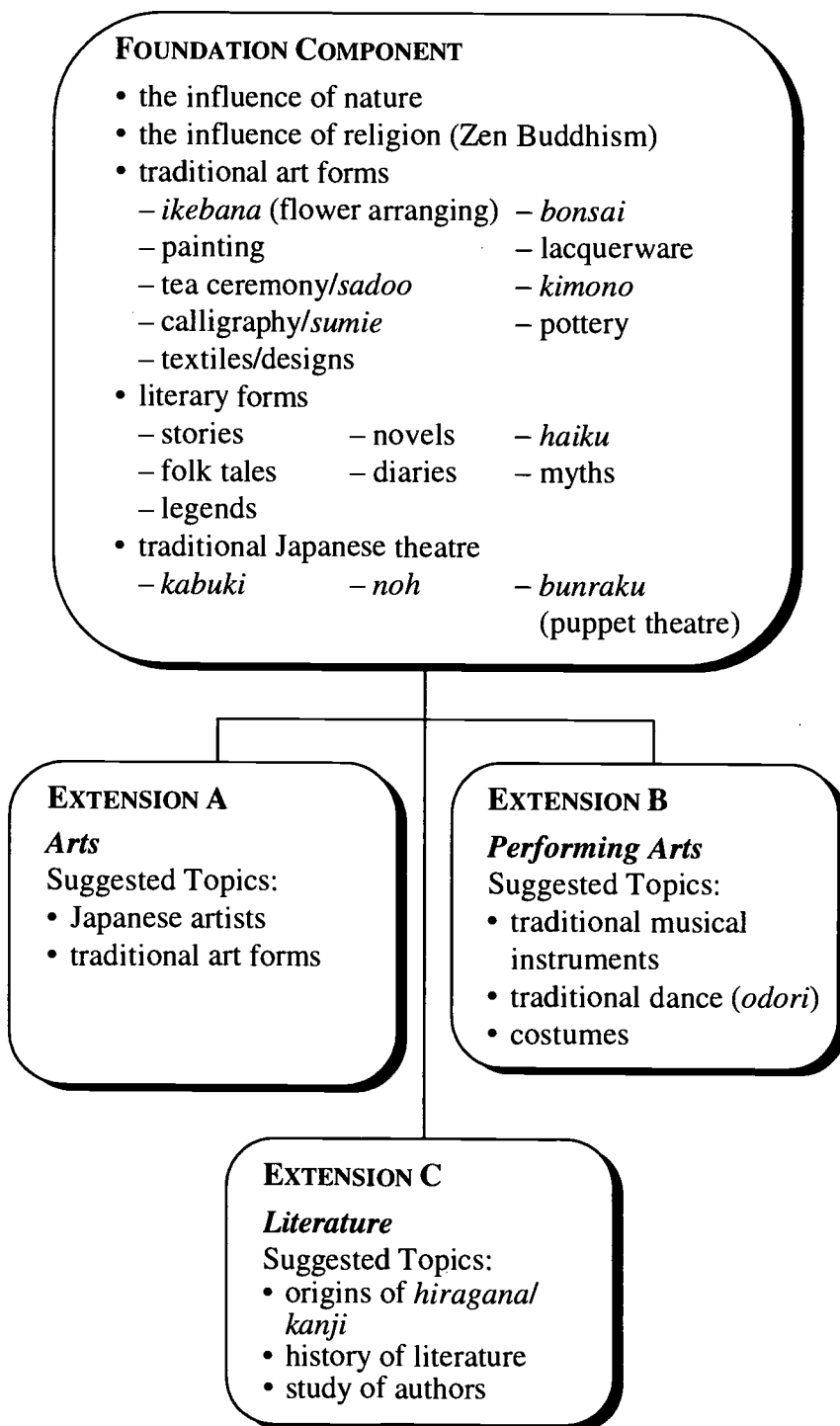
- read a “cultural capsule” describing a Japanese wedding, funeral or gift-giving, and explain what social rules were, or were not, properly followed
- explain, in a letter home to the family, about three different occasions when gift-giving would be appropriate
- list, for the benefit of a Japanese exchange student, three actions that may be considered appropriate in Canadian society but not in Japanese society
- ask the host parents, in role play, for permission to participate in a social activity, giving detailed information about the outing.

STAGE 2

Level 3

Arts and Literature

In this module, students learn about traditional art forms, the performing arts and some major literary forms, and about how nature has influenced Japanese art.



## Performance Indicators

### Extension A

#### Arts

The student should be able to:

- name three different traditional art forms and explain something about their association with nature
- inquire at a local Japanese university or college, during an actual or simulated visit to Japan, about the availability of culture classes
- receive some tea as a guest during a tea ceremony
- invite a friend to attend a tea ceremony or visit an exhibition of *bonsai*, paintings or *ikebana*
- identify on a map three or four districts in Japan where pottery is made and list some distinctive features of each.

### Extension B

#### Performing Arts

The student should be able to:

- inquire about the times for a *kabuki* play and then ask someone for a ride to the play because no transportation is available
- identify three traditional musical instruments by looking at pictures or photographs
- use a folk tale to create a short skit or puppet show
- plan a special outing for a friend from out of town and invite him or her to go to the theatre.

### Extension C

#### Literature

The student should be able to:

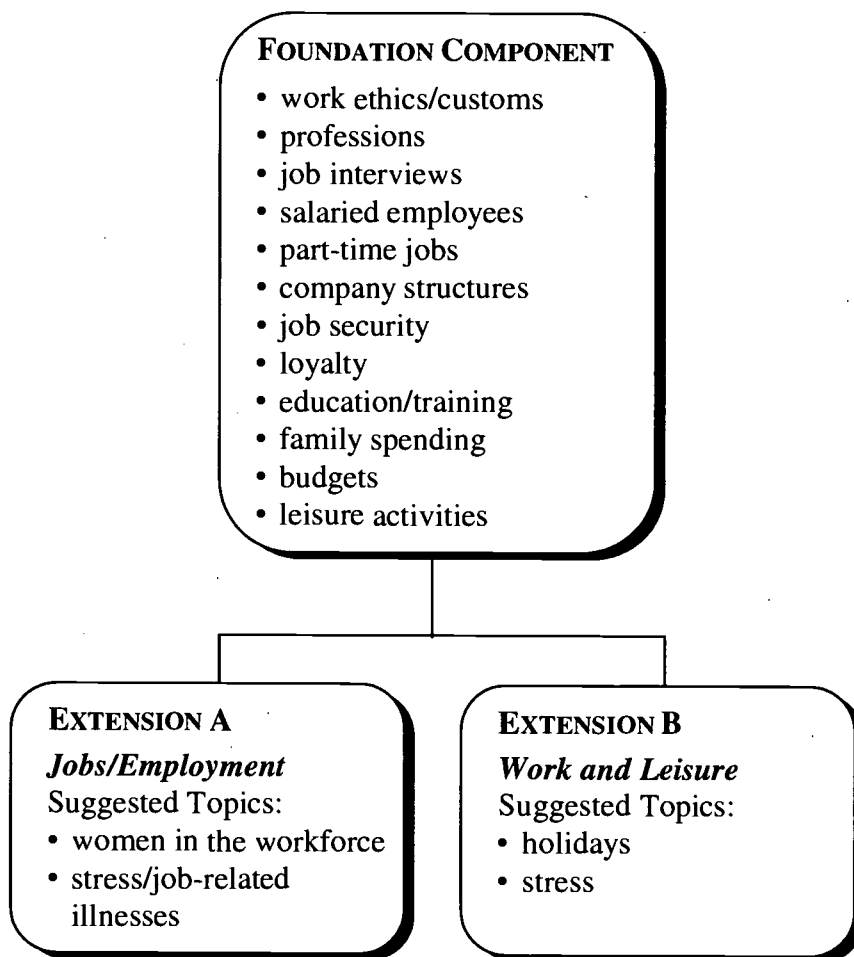
- describe, in a journal, three to five activities or types of entertainment experienced during a visit to Japan
- write a short original folk tale that uses nature as a major theme
- create a *haiku* following the set formula and meeting each of the requirements
- prepare posters to show how *hiragana* evolved from *kanji*
- describe, after reading a short folk tale, the main character to the class.

## STAGE 2

### Level 4

### Work

In this module, students learn about professions and work ethics in Japan, including the roles of education and recreation.



### Performance Indicators

#### Extension A

#### Jobs/Employment

The student should be able to:

- state, in a group discussion, what career(s) each would like to pursue, and give three reasons why
- describe a typical day in the life of a “salary man,” including the daily routine and business-related activities
- compare working conditions in Canada and Japan by stating two differences and two similarities
- answer, in a mock job interview, questions about personal skills and abilities.

## Extension B

### Work and Leisure

The student should be able to:

- draw up a household budget for a typical Japanese family of four
- play the role of a counsellor who is helping a stressed-out Japanese worker, suggesting a schedule of leisure activities that would be appropriate to Japanese people
- discuss how Japanese baby-boomers and post-war survivors have different attitudes toward work, mentioning three or four differences
- compare, in a letter to a real or imaginary pen pal, the work-to-leisure ratio for Canadians and the Japanese.

## STAGE 2

### Level 5★

### Living in Japan—Going to Japan

In Level 5, Stage 2, students review, summarize and enhance what they have learned in Stage 2 through a real or simulated trip to Japan. Topics covered range from basic survival to cultural fulfillment.

#### FOUNDATION COMPONENT

- Japanese homes/use of facilities
- visiting a Japanese school/*juku* (cram school)
- school trips
- comparisons between educational systems in Japan and Canada
- holidays
- etiquette (being a guest in someone's home) and friends
- visiting
- public transit
- part-time jobs
- work ethics/customs
- being admitted to hospital
- communication
- postal systems
- cultural activities
- shopping
- travel
- geography

★Level 5 in each Stage includes only a foundation component (no extension components).

## Performance Indicators

The student should be able to:

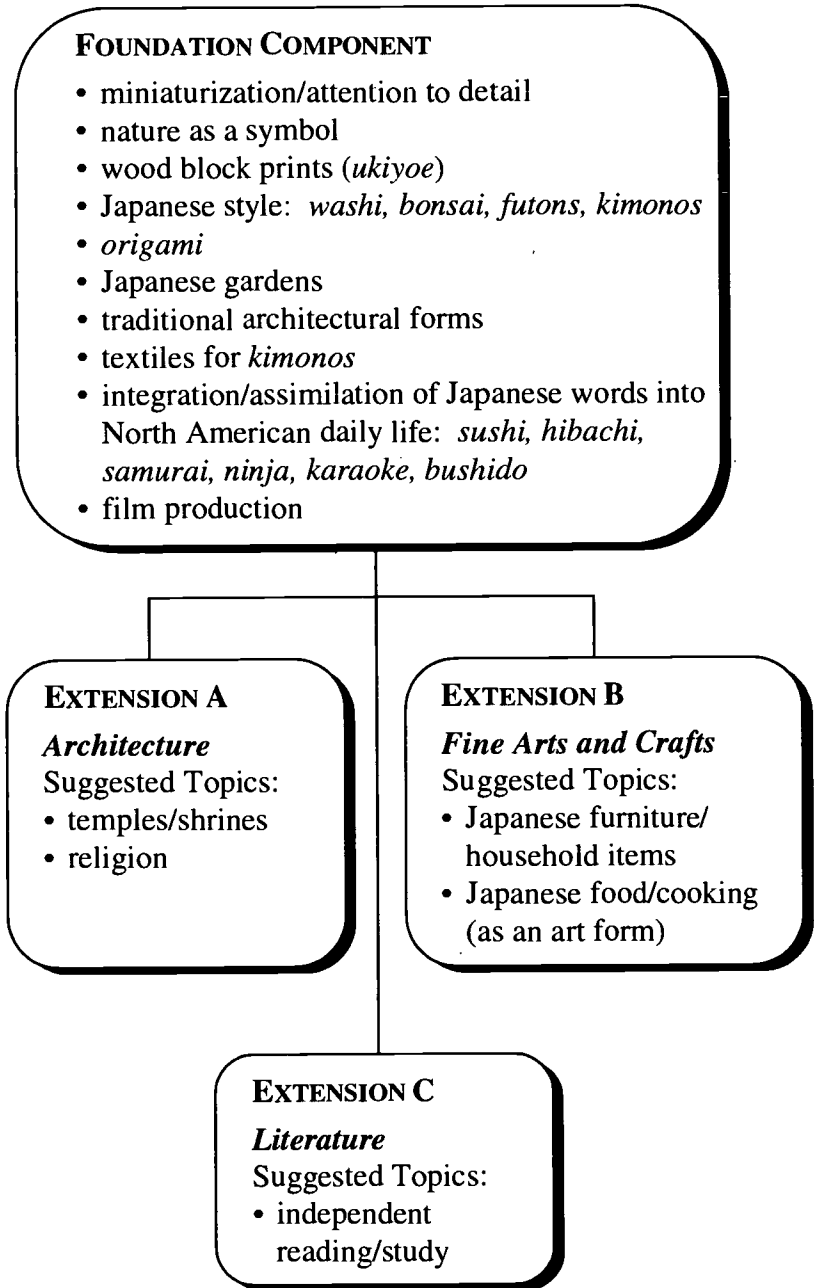
- create a survival kit by providing advice about living with a Japanese family as a house guest; e.g., use of facilities in a Japanese home
- compare the educational systems in Canada and Japan, citing three to five similarities and three to five differences
- make a floor plan for a typical Japanese house and label the rooms
- justify the need for *juku* in an oral report (3 to 5 minutes) or argue against this concept
- write an imaginary or real journal/account of a typical Japanese school excursion to Kyoto, mentioning three to five historical sites and special souvenirs that are available
- act and react appropriately when hosting friends or when being an invited guest
- compare part-time jobs in Canada and Japan, listing two or three advantages and two or three disadvantages of working while being a student
- plan an itinerary of must-see places in Japan along with a list of recommended souvenirs from each place, and convince a friend why it would be worth going to these places
- describe an injury or accident and express anxiety when taken to an emergency room in a hospital
- write a letter home describing three to five aspects of the Japanese culture being experienced
- inquire about a lost item at a police station
- inquire about mailing a parcel home
- inquire about such banking services as foreign exchange or travellers' cheques.

STAGE 3

Level 1

National Treasures

In this module, students learn about the philosophy of miniaturization, how nature is used as a symbol in various art forms, and the international popularity of Japanese art forms.



## Performance Indicators

### Extension A

#### Architecture

The student should be able to:

- examine a photograph of a rock garden and explain how the symbolism of nature is depicted in the garden
- identify the three styles of Japanese gardens and describe each one in detail
- visit a Japanese garden and explain the significance of the symbols used to create it
- compare the influence of nature in Canada and in Japan on architecture, using two or three examples to illustrate such items as materials, size and roof pitch.

### Extension B

#### Fine Arts and Crafts

The student should be able to:

- list three common designs used in Japanese textiles, and explain how nature is used symbolically in each
- explain the five basic steps of producing an *ukiyo*e print
- fold an *origami* object successfully, following instructions, and then teach a friend how to make the folds
- draw up a list of at least ten Japanese words used in the Western world and conduct a survey to see how many classmates, friends or family members are aware of these words
- persuade a friend to see a wood block print exhibition by explaining something about the prints.

### Extension C

#### Literature

The student should be able to:

- read aloud excerpts from a short story or novel and paraphrase them orally in Japanese
- summarize a text or reading in a short paragraph, using new vocabulary taken from the reading
- persuade someone to read, or not to read, a certain text or book
- briefly describe the life of an author
- play the role of a casting director who must choose a movie star to play the protagonist of a novel that is being made into a film.

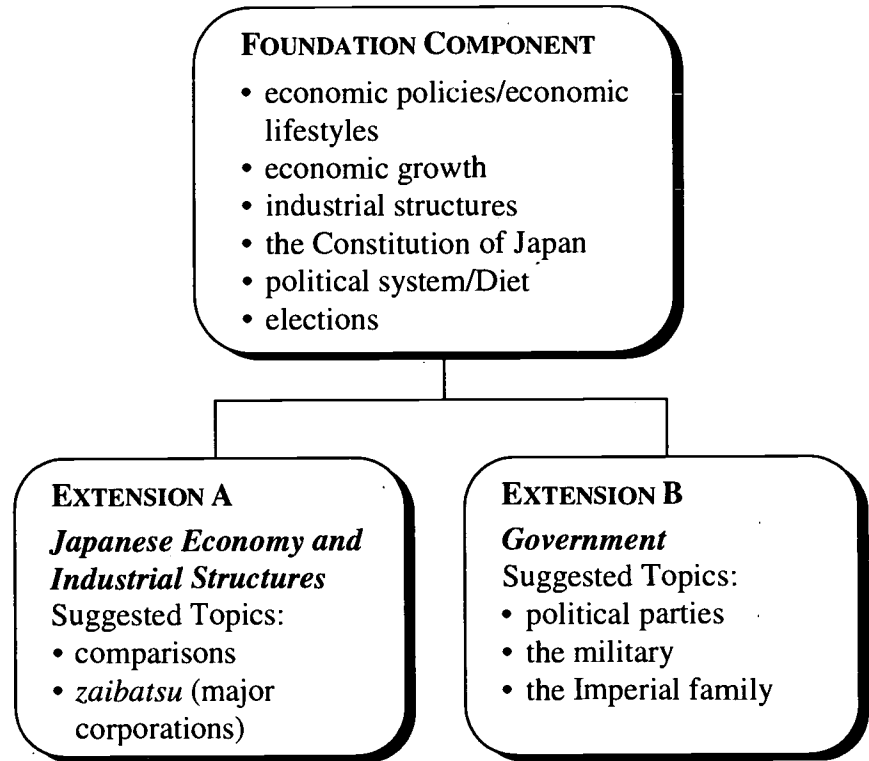


**STAGE 3**

**Level 2**

**Economics and Politics**

In this module, students learn about Japanese economic lifestyles and about Japan's post-war economic policies and growth, industrial structures, constitution and political system.



## Performance Indicators

### Extension A

#### Japanese Economy and Industrial Structures

The student should be able to:

- name three major corporate groups (*zaibatsu*) and list two or three of the industries associated with them
- explain the hierarchical structures of major corporations and compare them to their Canadian equivalents
- role play a Canadian corporate president and outline three or four changes to be made to improve the company with techniques learned from Japanese companies
- write a letter, playing the role of a Japanese company employee, to a Westerner, describing a job situation and its potential for the future, and then try to convince the person to come to work in Japan.

### Extension B

#### Government

The student should be able to:

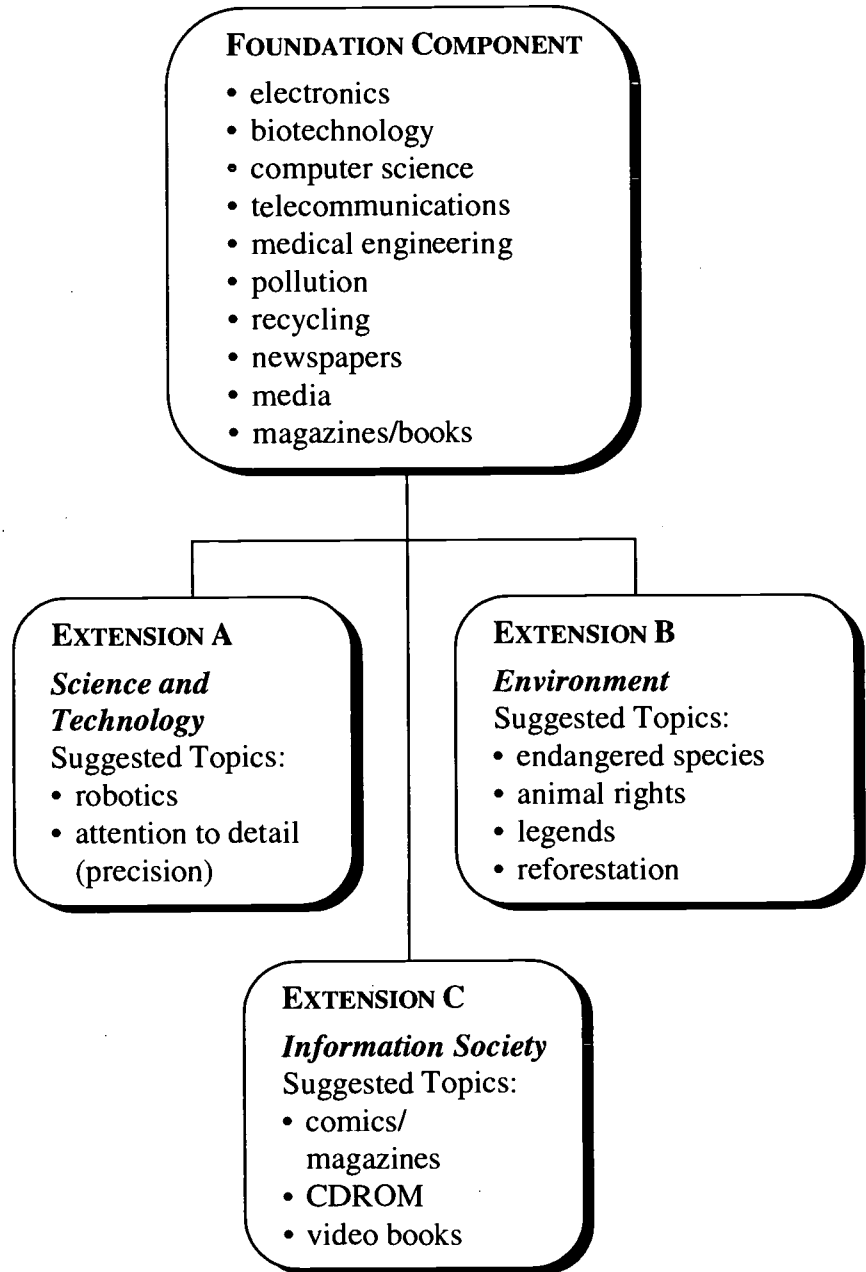
- name three characteristics of the Japanese Constitution and compare it with the Canadian Constitution
- explain the basic steps in lawmaking
- compare the organization of the Japanese Diet to Canada's parliamentary system
- talk about, in role play, the future of the Japanese Imperial family, citing past problems of royal families around the world
- create a slogan for a political candidate and write a 2- to 3-minute speech explaining things that didn't work in the past, some necessary changes and predictions for the future.

**STAGE 3**

**Level 3**

**Science and Technology**

In this module, students learn about recent developments in Japan's technology, current issues involving the environment and Japan's very extensive information system.



## Performance Indicators

### Extension A

#### Science and Technology

The student should be able to:

- recommend two agricultural alternatives that are being used in Japan due to a shortage of tillable land, giving advice and describing guidelines to be followed
- describe five different ways in which robots are used
- gather information, using consumer reports, and compare two products in terms of size, price and reliability
- explore and describe three to five uses of computers in Japan's technological world.

### Extension B

#### Environment

The student should be able to:

- campaign to preserve an endangered species in Japan by preparing a poster and a short speech
- invent a recycling program to solve an environmental problem
- compare the pollution problems in Japan and in Canada, and people's attitudes toward these problems
- recommend three to five areas in which Japan could improve its environmental policies and suggest a plan of action
- design a poster to remind people of three to five habits that may be dangerous to the environment or the health and well-being of humans, and suggest possible solutions.

### Extension C

#### Information Society

The student should be able to:

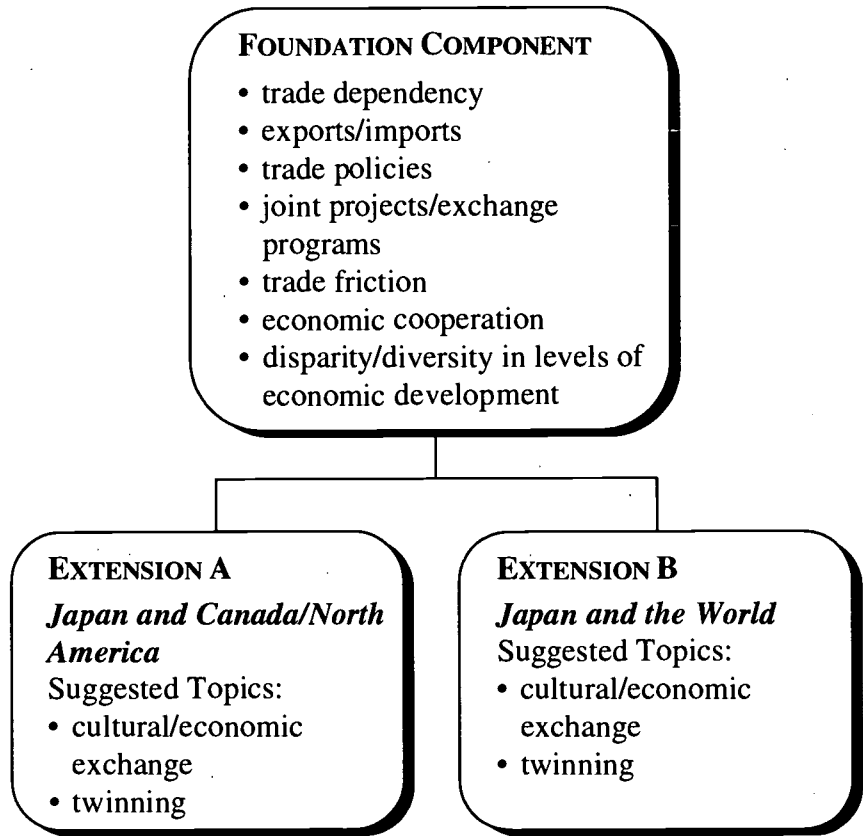
- read the entertainment pages of a Japanese newspaper and list three to five Japanese television programs
- read and paraphrase a simple text from a Japanese magazine
- create a newsletter in Japanese for Canadian students who are house guests in Japan, providing current news from Canada
- tell nations of the future, in a letter, what they should do to avoid destroying the planet.

**STAGE 3**

**Level 4**

**Global Relationships**

In this module, students learn about various types of trade relationships between Japan and other countries.



## **Performance Indicators**

### **Extension A**

#### **Japan and Canada/North America**

The student should be able to:

- research a Japanese industry being developed in Canada and identify an environmental issue related to that industry
- list three important items that Canada exports to Japan, choose the one that is most significant, and then give reasons for the opinion expressed
- list three important items that Japan exports to Canada, choose the one that is most popular, and then give reasons for the opinion expressed
- produce a promotional brochure about Alberta, including information about tourism, trade and cultural ties.

### **Extension B**

#### **Japan and the World**

The student should be able to:

- decide, after reviewing statistics, which country in the world would be the best place to live, and give three or four reasons for the opinion expressed
- compare countries that have similar and different trade policies and economic status.

## STAGE 3

### Level 5★

#### Values

In Level 5, Stage 3, students learn about current issues related to the Japanese value system.

#### FOUNDATION COMPONENT

- education and employment
- tradition and exchange (family structures)
- transfer of cultural knowledge
- the reality behind affluence
- Confucian beliefs
- social roles (women in the workforce, marriage and divorce, family violence)
- comparative studies of Canada and Japan (values, social systems)

**★Level 5 in each Stage includes only a foundation component (no extension in components).**

#### Performance Indicators

The student should be able to:

- prepare a 3- to 4-minute oral report on how education helps people gain future employment
- describe, in a short written text, aspects of the Japanese educational system that could be adopted in Canada
- identify areas of traditional Japanese life that are undergoing change
- prepare a short skit to depict the effect of changes in traditional lifestyles on today's Japanese families
- write an imaginary letter from a Japanese student to a Canadian pen pal: the Canadian student has described plans to live independently and manage a personal budget, and the Japanese student is describing how households operate differently in Japan
- debate the issue of the real definition of "affluence" by comparing different standards of living
- write a short text, hypothesizing about the ironic behaviour of Japanese university students once they are granted admission.

## STAGE 4

Stage 4 provides students with considerable choice and flexibility. The emphasis in Stage 4 is on mastering previously learned language functions, extending skills and acquiring a deeper understanding of certain concepts.

Each level in Stage 4 consists of one module that focuses on a major theme, with several suggested topics for individual research. The teacher determines how much research students should do and in what order, but a minimum of two major projects is recommended.

The scope of subtopics may be quite broad, and the content and cultural concepts included may vary a great deal. The following lists are suggestions only.

### Level 1

#### Social Issues

In Level 1, Stage 4, students revisit concepts that were introduced in Level 5, Stage 3.

#### Suggested Topics

- Aging
- Population
- Welfare
- Health Care
- Immigration Policies
- Racism
- Equality

### Performance Indicators

The student should be able to:

- draw conclusions, after interviewing a Japanese person or experiencing the Japanese lifestyle, about certain social issues and prepare a two-page essay, approximately 800 Japanese characters in length
- make predictions about future outcomes, after a conversation or group discussion about a given social issue—with previous research and note-taking during the discussion.



## Level 2

### Social Change

In Level 2, Stage 4, students explore further some ideas introduced in Stage 3.

#### Suggested Topics

- Values
- Traditions
- Lifestyle
- Materialism
- Women's/Men's Roles

### Performance Indicators

The student should be able to:

- produce a newspaper for classmates from interviews with Japanese and non-Japanese people—planning a layout and writing articles on such topics as social change.

## Level 3

### Global Relationships

Suggested topics for Level 3, Stage 4, include the exchange of human resources, goods and technology between nations, political interaction, and relations between Southeast Asia and Japan.

#### Suggested Topics

- Exchange of Personnel/  
Technology
- Political Interaction
- Southeast Asia and Japan

### Performance Indicators

The student should be able to:

- research and debate, in small groups, a controversial issue related to globalization and defend the point of view expressed.

## Level 4

### Science and Technology

In Level 4, Stage 4, students continue to explore issues related to science; e.g., medical concerns about biogenetics and animal testing; and uses and abuses of nuclear and solar energy.

#### Suggested Topics

- Medical Issues
- Energy Conservation
- Ecology
- New Technologies

### Performance Indicators

The student should be able to:

- predict, in an oral presentation, which three or four technologies will be the most significant in the 21st century, and give reasons why
- invent, and describe, a scientific or mechanical device that would make life more convenient or enhance lifestyles.

## Level 5

### The Working World

The final module of Stage 4 provides a transition to Stage 5, where career and technology studies are integrated into the program. This module deals with preparing to become a member of the workforce.

#### Suggested Topic

- Investigation of Requirements for a Career

### Performance Indicators

The student should be able to:

- investigate the requirements of a particular career, and prepare a promotional pamphlet that encourages people to pursue a particular profession; e.g., English teacher, an employee in a Japanese company, a travel agent.

**STAGE 5**

At the beginning of Stage 5, students select **one** of four possible streams: the first three streams—tourism, enterprise and “career choice”—are related to the Career and Technology Studies program; and the fourth stream, humanities, provides three choices—literature, drama and mass media.

**Tourism Stream**

Possible Themes:

- Nature of the Industry
- Food
- Accommodations
- Travel
- Attractions

Level 1	Level 2	Level 3	Level 4	Level 5
<b>INTRODUCTORY LEVEL COURSES</b> (Two Courses)  <u>Possible Courses</u> <ul style="list-style-type: none"> <li>• The Tourism Industry</li> <li>• People and Places</li> <li>• Quality Guest Service</li> <li>• The Food Sector</li> <li>• The Accommodation Sector</li> <li>• The Travel Sector</li> <li>• The Attractions Sector</li> </ul>		<b>INDEPENDENT RESEARCH PROJECT</b>  or  <b>WORK EXPERIENCE PLACEMENT</b> (Three Modules) <sup>★</sup>		

★ An independent research project or work experience placement is equivalent to completing three modules.

**Enterprise Stream**

Possible Themes:

Getting the Idea  
 Preparing for Action  
 Making It Happen

Level 1	Level 2	Level 3	Level 4	Level 5
INTRODUCTORY LEVEL COURSES (Two Courses)  <u>Possible Courses</u> <ul style="list-style-type: none"> <li>• Challenge and Opportunity</li> <li>• Planning a Venture</li> </ul>		INDEPENDENT RESEARCH PROJECT  or  WORK EXPERIENCE PLACEMENT (Three Modules)★		

★An independent research project or work experience placement is equivalent to completing three modules.

**Career Choice Stream**

Possible Themes:

Fashion  
 Information Processing  
 Marketing  
 Work Experience  
 Media/Fine Arts

Level 1	Level 2	Level 3	Level 4	Level 5
INTRODUCTORY LEVEL MODULES (Two Courses)		INDEPENDENT RESEARCH PROJECT  or  WORK EXPERIENCE PLACEMENT (Three Modules)★		

★An independent research project or work experience placement is equivalent to completing three modules.

## Humanities Stream

Level 1★ and Level 2★	Level 3	Level 4	Level 5
ANALYTIC COMPONENT	PRODUCTION COMPONENT		
<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80px;">Literature</div> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80px;">Drama</div> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80px;">Mass Media</div>	INDEPENDENT PRODUCTION OF A CREATIVE WORK		

★In Level 1 and Level 2, students may cross over from one topic to another; for example, from Literature in Level 1 to Drama in Level 2.

### Performance Indicators

The student should be able to:

- use a technical standard of Japanese language in practical situations, such as work experience or studying a special subject area
- demonstrate advanced Japanese language skills in a chosen field
- demonstrate that she or he is almost as fluent as a native speaker of Japanese.

### FUNCTIONS OF ASSESSMENT

In the *Japanese Language and Culture 10–20–30* program, assessment is not just made at the end of a course. Assessment is an integral part of the teaching process and is conducted throughout the course, using different methods. Assessment provides students, teachers and parents with information about the effectiveness of teaching and learning. There are many different functions of assessment, some of which are:

- providing information on what students can do and how well they can perform
- providing information on the effectiveness of the course design, lesson planning and the use of materials
- identifying particular difficulties and tendencies in the process of learning, and what special needs are to be attended to
- providing students and parents with feedback on whether or not they have understood something correctly, allowing them to work out ways to improve their learning
- providing motivation for learning, and helping students to become aware of the part they play in their own learning.

### DIFFERENT TYPES OF ASSESSMENT

Assessment in the *Japanese Language and Culture 10–20–30* program involves multiple dimensions of the language learning process. It is insufficient to consider only the achievement of the particular expectations of the program. The nature of the program calls for different methods of assessment that are suitable to measure language and culture knowledge outcomes, as well as the attainment of various types of skills. Furthermore, individual students respond better to some testing techniques than to others; thus, a variety of testing formats provides all students with broader opportunities for demonstrating their knowledge and their ability to perform in the use of language.

#### Formative Assessment

Formative assessment is a continuous form of assessment used to identify student strengths and weaknesses and the effectiveness of particular teaching methods and resources used in a unit of study or activity. Information provided by formative assessment assists a teacher to know:

- how much progress students have made by a certain point of the course
- what aspects of the teaching procedures, methods and resources need to be reviewed.

The information provides students and parents with feedback to know:

- how well they have managed to gain knowledge and develop skills in particular parts of the course
- what they can do to improve their abilities.

Formative assessment is conducted by the teacher and students, using the following devices:

- **Teacher observation**  
Teachers observe student performance and fill in checklists, informally in a daily routine. Some of the checkpoints are:
  - **Skill Development**
    - receptive skills
    - productive skills
    - interactive (sociocultural) skills
    - learning skills
  - **Attitudinal Development**
    - participation.
- **Recorded work of aural/oral activities**  
Teachers use tape recorders or video cameras to record such student aural/oral activities as speeches, scenario dramas, pair work, role play and other tasks, and give descriptive assessment, using pre-set specified criteria.
- **Written work records**  
Teachers keep records of descriptive assessment on student written work and daily progress by taking student views into account.
- **Self and peer assessment**  
Progress sheets are filled in by students themselves, and by classmates, giving assessment of class activities. Students keep folios or journals to write about their progress and their opinions on class activities.

A range of more formal tests, discrete point/indirect tests, semidirect tests and direct tests may be used as end of unit tests for diagnostic purposes.

Discrete point tests are designed to determine learner ability in components of language proficiency, such as phonology, syntax, lexis, functional aspects or discourse. They could also test skills, strategies or knowledge items. Generally, test items require a single right answer, thus ability is assessed objectively. Such tests are called indirect tests as they focus on discrete items of knowledge that are part of communicative ability. Semidirect tests assess contextualized language performance. The most common examples of semidirect tests are cloze tests and dictation. In cloze tests, students have to fill in gaps in a passage with words by relying on the context. They are seen as having a close correlation with proficiency and capability of language use in communicative situations.

Direct tests are used to judge learner ability to carry out activities. A scale of levels of proficiency, such as the American Council on the Teaching of Foreign Languages' (ACTFL) proficiency guidelines, is often used to determine learner proficiency in a language use.

There are advantages and disadvantages in testing devices. Indirect tests focus on a mechanical use of language that is largely decontextualized and they focus on form rather than meaning. On the other hand, discrete point tests, and semidirect tests, are convenient, easy to score and can assess more objectively. Direct tests are sometimes criticized as being subjective and time consuming. Despite the difficulties, all testing techniques should be integrated to ensure a holistic assessment of the capacity of learners to use the language.

### **Summative Assessment**

Summative assessment provides information on levels of student achievement at the end of a course, on whether or not the class has reached expected standards and on how well this group of students progressed compared with groups from previous years. End of term tests, end of semester tests and end of stage tests need to be designed to test the integrated knowledge and skills students have acquired by the end of the term, semester or year. The information gained from such tests is used to make decisions about the awarding of credits and promotion. Summative assessment should be implemented when learners feel ready for it, and when they are likely to be successful so that it can become a motivation to further learning; however, it remains a problem for the teacher to conduct assessment at the right time within the practical constraints of teaching conditions, such as the time factor.

### **Diagnostic Assessment**

This assessment is to help determine student placement; for example, an exchange student who has spent a year in Japan, or a student who has moved from another province or country and who has studied Japanese elsewhere. Diagnostic tests should be designed on the basis of the learner expectations of each stage, and can be in written format and/or interview format. Summative tests can be used as diagnostic assessment to decide at which level to place a student.

It is assumed that an exchange student who has spent a year in Japan would achieve a certain level of proficiency in the Japanese language. However, a student who had never studied the language before going to Japan, might demonstrate some, but not all, of the learner expectations for each stage in the program. In other words, such a student, upon returning, may have to start at Stage 1 because certain knowledge and skills in Stage 1 have not yet been achieved.

### **Project Work and Its Assessment**

It takes more than 10 hours to complete a project and it requires certain levels of proficiency in the use of language. In reality, it is difficult to fit many project work activities into a stage. Two project work activities—one in Stage 2 and one in Stage 3—are probably sufficient. Some research work from the levels, whereby certain topics are related to the project work, can be summed up to be used in the project work in Level 5. In this case, levels are to be planned to accommodate the parts of the project work. For instance, if the students are undertaking making a school newspaper to send to a sister school in Stage 2, research work on the comparison of Canadian and Japanese characteristics on “work and leisure” or “religion,” which may be arranged in Level 2 and/or Level 4, should be integrated into the project work.



Assessment can be conducted through the process of carrying out a project. Each task involved in a project work can be assessed by using teacher observation and recorded activities. Feedback is given to the students at times to give directions for successful completion of the project. The final product is assessed from the accumulated information and the quality of the finished product.

## ASSESSMENT DEVICES

### Progress Sheet

The progress sheet can be used by students, peers and teachers alike.

### Observation Checklists

Particular checkpoints:

#### Initiative

- working independently
- making best use of learning opportunities, and being responsive to challenge

#### Self-management

- organizing effectively for work
- managing time and meeting deadlines
- setting own goals

#### Cooperative work

- working cooperatively in a range of situations
- participating actively

#### Adaptability

- responding positively to changing circumstances, and achieving the original or modified goals

#### Reflection/Evaluation

- being able to respond to feedback, and making use of it to extend learning

#### Communication

- communicating fluently in a range of contexts; spoken, written and visual forms.

## OVERVIEW OF ASSESSMENT INSTRUMENTS ALREADY AVAILABLE

Internationally accredited Japanese language tests are available to provide assessment and credentialling. The teachers and students who are involved in the *Japanese Language and Culture 10–20–30* program may be interested in taking an external test. The following are four possible tests, which students who have successfully completed the program, could challenge.

## **International Baccalaureate**

Some high schools have already been encouraging their students to challenge International Baccalaureate examinations. The Subsidiary Level of the Japanese B examination could be suitable for Alberta students, although some extra linguistic forms and *kanji* characters are necessary. The examination details, such as the number of *kanji* characters and linguistic forms included in the examination, have been changed. The examination consists of written tests—linguistic, comprehension and composition, and oral tests—interviews. From the past written examination papers, it can be said that the questions are based on realistic contexts. International Baccalaureate Office publications (General Guide, Bulletin) give more details.

## **The Japan Foundation Proficiency Tests— Level 4**

The Japan Foundation Proficiency Tests, begun in 1984, are now a widely recognized measure of proficiency in Japanese. The tests are held in 67 cities in the world and taken by approximately 98 000 learners of Japanese. The test contents of Level 4 are similar to those of the Alberta program. Although the test is not specially designed for secondary school students, the topics dealt with in past tests are relevant to this age group.

## **American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Test**

The ACTFL Oral Proficiency Test, conducted by a trained examiner, involves an interview designed to elicit language behaviour and to diagnose the capacity of learners to use the language. The rater determines an appropriate rating based on the ACTFL Oral Proficiency Guidelines—Japanese. The guidelines set levels of learner proficiency in four skills: speaking, listening, reading and writing. Nine proficiency levels, from Novice-Low to Superior, are set for each skill. If there is an opportunity, it is a good idea for Alberta students to challenge this oral test. Novice levels are attainable, and gaining a certificate can become an incentive to further learning. Although these guidelines do not give criteria for cultural knowledge and skills, they can be used to measure the student levels of proficiency in internal assessment procedures. For further details, contact the American Council on the Teaching of Foreign Languages, Inc., 6 Executive Plaza, Yonkers, NY, USA 10701-6801.

## **General Certificate of Secondary Education (GCSE): University of London Examinations and Assessment Board**

The GCSE examinations may be taken outside the United Kingdom.

The GCSE Japanese syllabus is available from the Subject Officer for GCSE Modern Languages, ULEAC, The Lindens, 139 Lexden Road, Colchester, England, C03 3RL. The examination consists of three papers: Listening Comprehension, Reading Comprehension and Writing. It includes a variety of questions requiring a wide range of knowledge and skills in the language. The questions are based on Japanese texts drawn from such realistic materials as menus, diaries, memos, advertisements, letters, maps, timetables and pamphlets.

These examinations can be used to measure the achievement of students completing Stage 3 of the program. The Japan Foundation Proficiency Test—Level 4 is worth considering for students to challenge; although

students may not have developed the ability to reach 100%, it should be possible for average students to achieve at least 70%. Currently these examinations are not conducted in Alberta, but rather students would have to go to British Columbia. The details are available from the Consulate-General of Japan in Edmonton. Copies of previous Proficiency Tests (Level 3 and Level 4 together) are published by Bonjinsha Co., Ltd., Japan Book Center, The Water Garden Building, Suite 160-E, 2425 West Olympic Boulevard, Santa Monica, California, 90404-4036, USA. These tests are useful references for teachers when developing internal summative tests.

## SAMPLE TESTS

### **Oral Test Using Role Play (with instructions)**

Students read the instructions and prepare for a conversation, which they engage in with the teacher playing the role of a Japanese person. Students are allowed to write notes on the instruction sheet, but they should not read directly from prepared notes.

#### **Interview**

You are a member of the school newsletter team this semester. You have decided to write about the newly arrived exchange teacher from Japan. You would like to find out which city in Japan the teacher is from and information about such things as population, location, weather. You would also like to know when the teacher arrived, about personal hobbies, and what areas of Canada are of particular interest. You need to:

1. visit the Japanese room at lunchtime and make an appointment with the teacher for a convenient time after school
2. visit the teacher in the Japanese room (unfortunately, you arrived 5 minutes late) and apologize for being late
3. ask the teacher if it is all right to start the interview
4. while interviewing, fill in the sheet (you can write in English) with the teacher's answers
5. ask the teacher if it is all right to take a photograph
6. ask the teacher to stand in front of the Japanese calendar
7. make appropriate thank you(s)
8. do "leave taking" appropriately.

Variation: interview an exchange student.

The teacher can give the student a problem when making an appointment (you are busy at the time suggested by the student, for example) to make the task more complicated.

#### **Asking an exchange student to play tennis**

You and your friends decide to ask a newly arrived exchange student from Japan to play tennis at a local tennis court. You meet the student at the library entrance and make appropriate greetings. You need to:

1. start the conversation talking about the weather
2. continue the conversation asking about the student's impressions of Canadian life
3. ask about the student's host family
4. find sports interests and involvement
5. invite the student to play tennis
6. arrange the time and date you will be meeting, and show a map of how to get to the tennis court
7. fill in the schedule book
8. end the conversation, farewell.

Other situations suitable for a role play test:

- inviting a Japanese student to a Japanese restaurant
- inviting a Japanese student to your house
- inviting a Japanese student to go horseback riding/skiing/skating
- asking the Japanese teacher about a trip to Japan.

### Oral Test: Conversation Followed by Presentation

Students prepare a short presentation of 3 to 4 minutes on a topic, such as family life in Japan, geography in Japan, schools in Japan and so on. The teacher then asks the questions regarding the topic.

Situations set in oral tests can also test such sociological skills as appropriate behaviour and set expressions.

### Sample Written Tests

#### Comprehension

- A. Read the following passage and answer the questions by choosing the correct answer from the options supplied.

日本のうち

日本のうちはほとんど木でできている。日本にはもりやはやしがたくさんあって、よい木をつかってうちをつくることができる。すぎやひのきなどの木をよくつかうが、これらの木はどこにでもある。

また、木のうちはかぜとおしがいい。日本は、あめがおおくてしつどがたかい。とくに六月、七月ごろはつゆで、よくあめがふる。木のうちはコンクリートや石のうちよりよくかぜがとおるから、うちのなかにしめりけをのこさない。木のうちはじしんにつよい。日本はじしんがとてもおおい。だからむかしから人々は木のうちをたてた。

すぎ

Japanese cedar

ひのき

Japanese cypress

しめりけをのこさない

get rid of dampness easily

に

against

1. 日本のうちはなんでできていますか。
  - A. 木でできています。
  - B. 石でできています。
  - C. コンクリートでできています。
2. 日本に木がたくさんありますか。
  - A. あまりありません。
  - B. はい、たくさんあります。
  - C. いいえ、ありません。
3. 木のうちはどうしていいのですか。
  - A. 日本には山がおおいからです。
  - B. 日本はあついからです。
  - C. 日本はしつどがたかいからです。
4. 日本はよくじしんがありますか。
  - A. 日本はあめがおおいです。
  - B. 日本はつゆがあります。
  - C. はい、よくあります。
5. つゆはいつですか。
  - A. 六月、七月ごろです。
  - B. 七月ごろです。
  - C. 六月です。

B. Look at the information board of the Asahi library, and answer the questions.

1. 金曜日は何時まであいていますか。
2. 日曜日の11時に行きますか。
3. 休みはいつですか。
4. 和英辞典をかりたいんですが。

わ えいじてん

Possible samples of this kind of comprehension will be:

- grocery advertisement
- swimming school timetable
- movie theatre information.

### Composition

Students are given two to three topics to write about and types of writing (letter, article, personal account, report, etc.) to choose from. Then, students are asked to write a short piece of one to one and a half pages in length.

Topic: Personal, informative or imaginative letter to a friend in Japan or passage about なつやすみ

- なつやすみにどんなことをしますか。
- よくうみに行きますか。

- よくパーティーをしますか。どんなパーティーですか。
- ともだちとなにをしますか。

Topic: Informative or evaluative school magazine article to send to Japan about カナダのかんこう

- かんこうきゃくはどんなまちによく行きますか。
- カナダにきせつはいくつありますか。
- おんどはどうですか。
- どんなスポーツができますか。
- どんなおみやげがありますか。

Topic: Personal account or persuasive report about どうして日本語をべんきょうしていますか。

Test for grammatical elements.

Fill in the gaps with the appropriate word.

- ペンがないのでえんぴつで ( ) いいですか。
- きょうはここのかですから、あしたは ( ) ですね。
- ここはびょういんですから、しずかに ( ) なりません。
- 「あしたハイキングに ( ) か。」  
「いいですね。いきましょう。」

Complete the following mini-dialogues.

A: ごりょうしんはおげんきですか。

B: ええ、\_\_\_も\_\_\_もげんきです。

A: きのうち日本のえいがを見ました。

B: へえ! どうでしたか。

A: むずかしかったですが、\_\_\_\_\_。

A: \_\_\_\_\_ か。

B: 10時5分ですよ。

A: コーヒーはいかがですか。

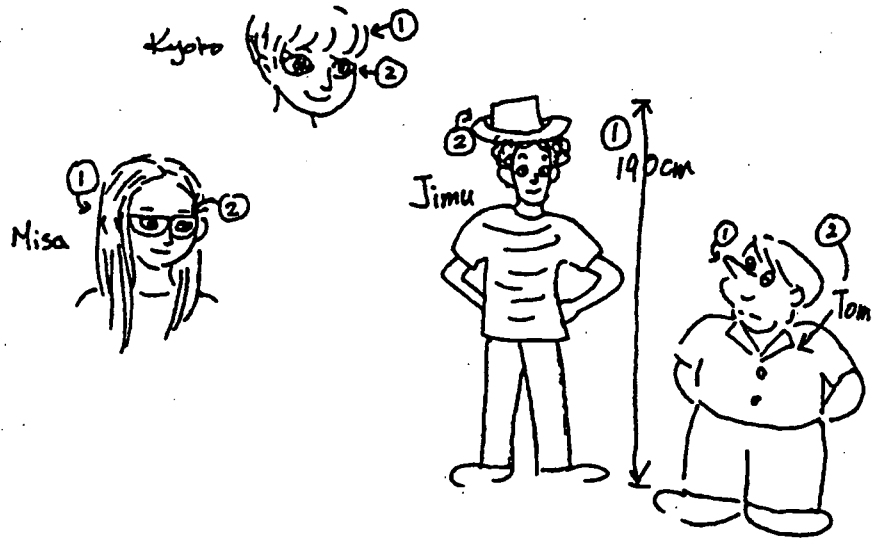
B: \_\_\_\_\_

A: そうですか。じゃ、こうちゃは?

B: そうですね。こうちゃをおねがいします。

Describe the following pictures, using just one sentence for each picture.

れい：きょうこちゃんのかみがみじかくて、目が大きいです。



What should you say in the situations given below?

1. You are late for the Japanese class. What do you say to the teacher when you enter the classroom?
2. Your father's business partner compliments you on your speech in Japanese.
3. You wish to compliment Michiko on her performance of Japanese ink painting.
4. After you finish eating, you thank your friend's mother for the delicious meal.
5. You meet your friend's mother, who invited you for dinner last Saturday.

## STAGE 1: INTRODUCTION TO JAPAN

### Level 1: Self and Surroundings

#### FOUNDATION COMPONENT

- age
- bowing
- family members
- numbers (basic numerals)
- school subjects
- after school activities

#### KNOWLEDGE

##### Language

The learner expectations are straightforward. It may be a good idea to discuss word order in general by making comparisons with other languages.

It is suggested that *hiragana* be introduced as early as possible in the course of study. It should not be difficult for students to identify their own names in *katakana*.

##### Linguistic Patterns

～は～です。～は～じゃないです／じゃありません。  
わたしはカナダじんです。これはえんぴつじゃないです／じゃありません。ペンです。  
これもペンです。えんぴつとけしゴム

##### Culture

Students identify basic polite speech style used for greetings and addressing people; basic polite speech mainly means a *です／ます* form. Some greetings, for example, *おはよう* versus *おはようございます*／*さようなら* versus *バイバイ*, are used in terms of how interpersonal relations are conducted. At this stage, interpersonal relations mean associations between a student and friends, parents, teachers, teachers from other schools, maybe a principal from another school, etc., which determine language use. Although the contrast appears in a simple way, it still shows social strata and how interpersonal relations are conducted in Japan. In high school student life in Japan and Canada, the biggest difference in after school activities, between the two countries, is in such things as school clubs (a variety of activities from tea ceremony to science studies) and going to *じゅく*. Participating in club activities is a serious business, and some clubs demand students practise their skills early in the morning, after school, on Saturdays and Sundays, and sometimes during summer and winter vacations as well.

Family life is changing rapidly from a traditional family life to a more modern family life; it is a good idea to discuss what is “traditional” and what is “modern” in terms of family bonds, role of the family unit and its individual members.



## Concepts

Students should appreciate the importance of such things as manners, body language and customs in an interaction, as well as the social framework in which the interaction takes place.

## SKILLS

### Linguistic Functions

Most linguistic functions listed here are clarified by Basic Suggested Language Exponents. Expressing personal interest is achieved by intonation and use of voice; some expressions include: ああ／わあ／わあ、すごい.

### Basic Suggested Language Exponents

#### Classroom instructions

さあ、はじめましょう。	
みてください。	みて。
いってください。	いって。
きいてください。	きいて。
すわってください。	すわって。
たってください。	たって。
しゅくだいをだしてください。	だして。
しずかにしてください。	しずかにして／しずかに。
～ページをあけて／ひらいてください。	あけて／ひらいて。
もういちどいってください。	いって。
ゆっくりいってください。	いって。

#### Self-introduction

わたしは／ぼくは〇〇です。

おなまえは？

〇〇です。／〇〇さんです (showing/indicating others)

どうぞよろしく。

なんさいですか。

〇〇さいです。

たんじょうびはいつですか。

〇〇がつです。

わたしは〇〇です。どうぞよろしく。〇〇にすんでいます。

〇〇こうこうの〇〇ねんせいです。

#### Likes and dislikes

～がすきです。～はちょっと.....

#### Personal interest: with some basic adjectives

おもしろい、たのしい、つまらない

にほんごはおもしろいです。

〇〇はつまらないです。

### Greeting and leave taking

おはよう／おはようございます、おやすみ／おやすみなさい  
いってきます、いってらっしゃい、ただいま、おかえりなさい  
いただきます、ごちそうさま  
さようなら／さよなら／じゃあね／バイバイ

### Apologizing

ごめんなさい／ごめんね／すみません

### Suggested Vocabulary

がっこう、みなさん、ともだち、せいと、せんせい  
つくえ、いす、こくばん、まど、ドア、本ぽこ、でんわ、でんき  
ふでぽこ、えんぴつ、ペン、ものさし、けしゴム、ボールペン、はさみ、かみ、ノート  
コンピューター、ワープロ、テープ、ごみばこ  
にほんご、えいご、すうがく、おんがく、しゃかい、たいいく  
わたし／ぼく、なまえ／おなまえ、たんじょうび／おたんじょうび、いつ  
一月...十二月、なにどし、十二し、なんさい、一さい／十五さい  
おとうさん／ちち、おかあさん／はは、おにいさん／あに、おねえさん／あね、  
おとうと／おとうとさん、いもうと／いもうとさん  
numbers up to 100

### Linguistic Skills

The skills of pronunciation and intonation are developed through listening activities, using tapes of native speakers. Attention should be given to the pronunciation of *hiragana* words with small つ: っ and devoiced vowels.

Writing is not given too much weight in Level 1. However, there are students who find it easy to memorize something by writing it. It is not necessary to teach *hiragana* in order—start teaching *hiragana* of high frequency words and some *kanji* characters:

- by labelling objects around the classroom, family member terms (teachers may write the names in *katakana*) and ages on a family tree
- by making a めいし (business card); students should be taught to write their names in *katakana*.

### Sociocultural Skills

Through role play, students learn how to bow appropriately. あいづち is an important part of speech in Japanese, and students learn how to use basic あいづち such as ああ、そうですか; ああ、そう; and そう naturally.

### Cognitive Skills

Students carefully observe and identify things in Japanese. They find and select certain information about the family and school life of Japanese students. They are able to categorize information by making charts, diaries, posters with captions, and so on.

### ATTITUDES

Students are able to demonstrate interest in a new language and culture. They are aware of “respect” in social forms (heteronomy).

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## STAGE 1: INTRODUCTION TO JAPAN

### Level 2: Basic Needs 1—Food, Dwellings, Clothing

#### FOUNDATION COMPONENT

- etiquette: eating, visiting, using the telephone, appropriate dress
- cleanliness
- Japanese food items
- traditional dress: colours, sizes
- rooms in a house and parts of rooms
- visitors and guests
- gift exchanges

#### KNOWLEDGE

##### Language

When introducing word order, it is sometimes helpful to use adjectives for the expression of such subjective feelings as funny, difficult, easy and fun. Word order is already touched upon in Level 1. This can be extended to the systematic nature of language.

It is recommended that students learn how to read all *hiragana* as quickly as possible; then introduce recognizable *katakana*, such as ウ、カ、キ、セ、ト、ニ、ヘ、ヤ and so on, that are similar to the equivalent *hiragana* symbols and label words, which contain those *katakana*, in the classroom. Recent movie advertising posters or Japanese newspapers are effective resources.

When teaching pronunciation, clapping can be used to show the rhythm of speech and the length of one syllable (*mora*) when pronounced.

##### Linguistic Patterns

- identify the existence of particles
- Vませんか
- particles に／で of location  
や  
を

##### Culture

Traditional and modern food, clothing and shelter.

- Have students discuss traditional food and modern food in their own culture, and what kind of food they eat daily and for special occasions. Use posters and visuals (cutouts from magazines pasted on cardboard) of typical Japanese food and advertisements of fast food to show what people in Japan eat, and also ingredients of Japanese food. Eating manners should be discussed. Some cultural videos are available. Although the level of language in some videos may be difficult, the students will still benefit from viewing authentic scenes that depict Japanese foods and table manners.
- The issue of traditional life verses modern life is extended to clothing. *きもの* is not worn much now, except for special occasions, yet many women go to a school that teaches how to put on a

きもの. The procedures of putting on きもの and how to make knots with おび are rather complicated and they used to be taught by elder women, such as grandmothers. Discuss the change in lifestyle and family structure and the change in people's perception of tradition.

- Modern housing is similar to that in Canada, except for size, and it provides more fixed private space as rooms are separated by walls rather than screen doors. Some of the features different from Canadian homes are the entrance hall (げんかん) and たたみ rooms that many modern houses still have. People do not wear shoes inside the house. Slippers are worn on wooden or carpeted floors. A separate set of slippers are worn in the washroom.

*The Pictorial Encyclopedia of Japanese Culture: The Soul and Heritage of Japan, the Pictorial Encyclopedia of Modern Japan and the Japan in Your Pocket! JTB's Illustrated Book Series. A Look into Japan* contains more detailed cultural information on these topics.

## Concepts

- Hygiene. Japanese have a sensitivity to dirt and cleanliness; outside shoes are taken off and left behind in the げんかん. If you step into the house with shoes on, Japanese people feel the way Canadians would feel if you got into bed with shoes on. Not many people in Japan wear the same footwear in the kitchen and the bathroom. People believe that the two opposite physical functions connected with food and drink should not be mixed.

Draw a house plan on the classroom floor. Prepare different sets of Japanese slippers for the corridor and the bathroom. Let the students practise taking their shoes off at the げんかん, changing into the corridor slippers in the kitchen and lounge areas, and then into the bathroom slippers for the bathroom.

- Social restrictions still exist. Wearing appropriate dress/uniforms for particular occasions is expected, not only by elder people, but also younger people who are looking for work and going for interviews.
- Multi-purpose use of rooms in a house. In Japan, the family as a whole is considered to be more important than any individual member. In the country, there are big houses where three or four generations live together. In such traditional architecture, this idea is revealed in the way the rooms are divided. Sliding screen doors can be opened in order to make one big room for having family reunions and such. Space within the house is flexible and can be divided into public and private spheres according to the needs or occasions of the family.

## SKILLS

### Linguistic Functions

- Students use only a limited amount of vocabulary dealing with colours and sizes. Colours are introduced as adjectives. Students may ask teachers their favourite colours; however, if they are given every colour adjective without knowing adjective types—i-adjective and na-adjective and adjectival noun kind—they may have difficulty with the particle の. Identifying kinds of adjectives will become difficult for them. Basic i-adjective type colours are limited; あかい、しろい、あおい、きいろい、ちやいろい、くろい. Some teachers may prefer あかの、しろの、ピンクの and such, to i-adjective kind; however, students are expected to understand the difference between おおきいくるま/おおきなくるま and such.

- Using correct counters.  
There are a tremendous number of counters and classifiers in the Japanese language, but the one that should be introduced first is the native number with つ; ひとつ、ふたつ、みつつ...とお. Other counters containing sound change should be treated carefully. If students are not familiar with だくおん and はん だくおん yet, then when counting such slender things as pencils, they may identify ぼん, ほん, ぼん as “p,” “h” and “b.” Counters should be introduced with care, and also teachers should be alert to how much information students can take in at any one time.
- The function of invitation is expressed by the verb form ませんか.
- Students learn telephone etiquette and particular phrases.
- Express choice—simply means to select one out of two or more items offered by using ~おねがいします。
- Inquiring about topics of interest and collecting basic information is accomplished with ~はどうですか。
- Express apology to a teacher or adult: すみません is used.
- Express apology to friends and family members: ごめんなさい is used.
- Respond to apology: いいえ or いえいえ or いいえ、いいですよ is used.
- Specify the location of objects, in a particular place, on top of/under/beside/in front of/behind something: ~は~にあります。うえ、した、よこ、まえ、うしろ
- Some verbs: します、たべます、のみます、みます、きます etc.  
- ねえ、いっしょに〇〇をしませんか。(〇〇: sports words)  
- いいですね。どこで?  
- じゃあ、こうえんはどうですか。
- Likes and dislikes: ~がすきです。~はすきじゃないです/ありません。  
~はちょっと.....。  
たべものはなにがすきですか。
- Clarification ~?(repeat the word) は えいごでなんですか。

### Linguistic Skills

- Samples of pronunciation

Long vowels あおい、あかい、えいご、せんせい、~さい、~ねんせい、がっこう、  
ありがとう、さようなら、どう、おねがい(します)

ん is pronounced clearly in the same length as other syllables, and care is necessary when ん is followed by the vowel sounds あ、い、う、え、お、を;  
for example, ほんをとってください。(X) hono (O) hon' o and な、に、ぬ、ね、の

for example, こんにちは (X) konichiwa (O) kon'nichiwa  
きんようび (X) kinyoobi (O) kin'yoobi.

- Write a simple passage, using visual aids.  
Students can write a short message for someone to indicate where things are in their rooms or homes. Create a situation where this message is useful, for example, ○○'s family is hosting a Japanese student and ○○ is not home when this Japanese person arrives, so ○○ writes down where things that might be needed can be found.
- Present a simple personal account to a small group, using visual aids.  
Students can present a simple じこしょうかい in front of a small group or introduce someone else. Using a game makes this exercise more lively and interesting.

### Sociocultural Skills

Use a video to show manners and etiquette in different situations.

- Telephone etiquette  
もしもし、○○[family name]さんのおたくですか。  
わたしは[family/first name]○○です。  
○○[first name]さん、おねがいします。  
はい、もしもし、○○[first name]です。
- Use the proper etiquette associated with maintaining relationships:
  - when visiting someone  
appropriate bowing and greeting to senior people  
こんにちは。○○です。はじめまして。おじゃま/しつれいします。
  - when being offered food and drink; accepting an offer, expressing a choice  
(コーヒー/こうちゃはいかがですか。)  
はい、いただきます。/はい、おねがいします。  
あのう、コーヒーはちょっと。
  - when eating; use of chopsticks, holding rice bowls, etc.
  - when leaving someone's house; bow properly and say しつれいします to the senior
- Offering  
～はいかがですか。～もあります。  
～か～、いかがですか。  
プレゼントです。どうぞ。どうもありがとう(ございます)。
- Express choice  
～おねがいします。  
「あ、○○くん/さん? ○○です。あしたは○○さんのたんじょうびです。  
アイスクリームを食べます。なにがいいですか。バニラとストロベリーとチョコです。」  
「わたしは/ぼくは○○がいいです。」  
「わかりました。じゃ、さようなら」

## Cognitive Skills

At this stage, reinforce student knowledge of *hiragana* by using strategies to memorize the shapes of *hiragana* in association with the English sound. There are several books available about the association method. The *がんばれ* sections of *Kimono* will give students some ideas of how to approach language learning.

Students are placed in a situation where they use their cognitive skills to categorize data, such as the difference in the use of the particles, *に* and *で*. Sometimes teachers and students tend to translate both *に* and *で* as “in” or “at” and they switch into translation mode. In spite of a lot of replacing drills of particles, because of the translation, students come across “exceptions” early in their learning and tend to lose their interest and willingness to learn.

## Suggested Vocabulary

Some of the words may be listed in other levels but can be introduced any time.

しろい、あかい、くろい、あおい、きいろい、ちやいろい、  
おおきい、ちいさい、  
ひろい、せまい  
たべもの、のみもの、ごはん、みそしる、(お)べんとう、(お)すし、やきそば、  
ラーメン、ハンバーガー、ピザ、スパゲッティー、さかな、にく、やさい、パン、  
フルーツ(くだもの)、りんご、バナナ、ケーキ、おかし、クッキー、チョコレート、  
アイスクリーム  
のみもの、ミルク、コーラ、おちゃ、みず、コーヒー、こうちゃ  
ちよっと、あ(ん)まり  
Tシャツ、ジーンズ、スニーカー、くつ、スリッパ、せいふく、きもの、おび、  
うち(いえ)、へや、わしつ、しんしつ(ベッドルーム)、だいどころ(キッチン)、  
いま[居間]、トイレ、おふろば、おふろ、げんかん、たたみ、ふとん、  
ベッド、とけい  
一じ、二じ...十じ、十一じ、十二じ

## ATTITUDES

Students are able to appreciate the way in which Japanese people try to maintain their tradition while also adopting a modern style of living.

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## STAGE 1: INTRODUCTION TO JAPAN

### Level 3: Basic Needs 2—Transportation and Shopping

#### FOUNDATION COMPONENT

- transactions
- Japanese currency
- exchange rates
- invitations
- directions
- telephone etiquette
- modes of transport
- colours
- sizes
- types of stores

#### KNOWLEDGE

##### Language

- When shopping, particular set phrases are used. Travel guide books can also be used as references.
- Students are able to recognize the combinations of two *hiragana* symbols that make a single sound: ようおん[拗音].  
きや、きゅ、きよ、ぎや、ぎゅ、ぎよ、しや、しゅ、しよ、じゃ、じゅ、じよ、ちや、ちゅ、ちよ、にや、にゅ、によ、ひや、ひゅ、ひよ、びや、びゅ、びよ、ぴや、ぴゅ、ぴよ、みや、みゅ、みよ、りや、りゅ、りよ  
Clapping hands is a good strategy to teach the length of these combined *hiragana* sounds.  
Compare ひやく versus ひやく、きょう versus きょう、びょういん versus びょういん.
- Students are able to recognize that Japanese can be written horizontally and vertically. Japanese is one of the few languages that can be written horizontally or vertically. Have students research different written materials, such as Japanese primary school textbooks or some magazines, the contents of which are easily identified, to find out what type of material uses horizontal and/or vertical writing, and how pages are opened. Normally, mathematics and science books are written horizontally and Japanese language books and novels are written vertically. Magazines use both horizontal and vertical writing, but articles are usually written vertically. A good example is a Japanese TV guide.

##### Linguistic Patterns

##### て-form of verbs

Students are able to understand that verbs in the Japanese language consist of a verb stem and suffix.

The infinitive form of an English verb functions as a command by itself, sometimes together with “please.” If students are frequently translating Japanese into English, classroom instructions with the TE form learned by TPR, such as たって、すわって、きいて could be “stand,” “sit” and “listen” and students put the TE form of Japanese verbs as infinitive equivalents in sentences.

みてください equals to “look” “please” for the student and “I look” is わたしはみます。 Clear explanation of verbs should be made. This stage might be a good time to present the difference between



weak verbs and strong verbs, such as すわります、すわって and みます、みて. Also see Stage 2, Level 3. The suffix for the past tense should be presented. There should be no difficulties.

### Suggested Vocabulary

デパート、スーパー、やおや(さん)、さかなや(さん)、クリーニングや(さん)  
パンや(さん)、ほんや(さん)  
バス、タクシー、トラック、くるま、じてんしゃ、ちかてつ、きっぷ、えき  
あした、あさって、きょう、きのう、おととい、こんしゅう、らいしゅう、せんしゅう、  
しゅうまつ、こんげつ、らいげつ、せんげつ、ことし、きよねん、おとし  
transport でいきます  
日本円(にほんえん)、カナダドル、アメリカドル

### Culture

- Functions of individual shops and department stores. Most big department stores in Japan have their own art museum and culture centres where members can attend theatre performances or take culture lessons on such topics as English conversation or painting. Department stores in Japan are closely involved in the promotion of culture and in leading cultural trends.

Department stores are open on Saturdays and Sundays, and for many families shopping at department stores is a major leisure time activity.

Many housewives shop locally in green grocers and butchers where they feel the personal touch.

There is a difference between how people shop in Japan and in Canada. In Japan, many housewives shop every day or at least twice or three times a week.

- The public transportation system in Japan, especially in city areas, is well developed. Punctuality, cleanliness and the way trains and subways are connected to each other make them the most convenient way to travel in cities. Japanese people use public transport much more than do people in Canada.
- When comparing costs of similar items between Japan and Canada, students will find that food and dwellings in Japan are much more expensive than those in Canada. It is a good chance to talk about particular characteristics of Japanese distribution systems, such as the presence of a number of wholesalers between manufacturers and shopfront. Also, Japanese consumers tend to demand high quality and attractive goods; for example, straight cucumbers and perfectly shaped, large apples can be discussed. In Japan especially, manufacturers are extremely sensitive to customer preferences and try to produce merchandise that satisfies customer wants. In addition, extensive market researches are conducted that provide added value to products but also add to the cost. These points can be extended in Stage 3, Level 2, Extension A—Japanese Economy and Industrial Structures.

### Concepts

It is said that the Japanese are extremely courteous. The Japanese way of courtesy/quality of service can still be seen at department stores and shops. Most Japanese department stores open at 10:00 AM and customers are welcomed by service persons with a bow. However, it seems that courteous manners are disappearing from daily scenes in big cities. For example, not many people give seats to the elderly on public transport, or say “excuse me” when bumping into other people. In large cities, such as Tokyo, it is

quite ordinary for people living next door to each other in apartment buildings not to know their neighbours. In the letters to the editor section of one newspaper, a non-Japanese person who lives in Japan pointed out that the so-called politeness of the Japanese is “surface politeness,” as many times people changed their attitude according to situations. These people were polite only when they were dealing with others who were beneficial to them. It is important for teachers to discuss negative aspects of the society so students do not form one-sided views.

## SKILLS

### Linguistic Functions

Students:

- make a plan to go shopping, discussing where to go, who is going and what kind of public transport to use. Students can make a shopping list by completing a chart: どこ、だれ、なに。
- accept, decline and defer information.
 

A: なんていきますか。じてんしゃでいきますか。  
 B: じてんしゃ? じてんしゃはちょっと....  
 A: じゃあ、くるまでいきましょうか。
- suggest an alternative place and time.
 

じゃあ、エレベーターのまえで二じにあいましょう。  
 カフェテリアでおひるにあいましょう。
- obtain basic necessary information, such as prices and sizes, in order to purchase something.
 

デパートで--スポーツグッズコーナー  
 A: いらっしゃいませ。  
 B: あのう、テニスボールありますか。  
 A: はい、ございます。こちらでございます。おいくつですか。  
 B: 四つください。  
 A: きいろとしろが ございますが....  
 B: じゃあ、しろいのをください。あ、それから、このTシャツもください。  
 A: サイズはS[エス]で よろしいですか。  
 B: ええと、M[エム]をください。あ、それから、テニスシューズをみせてください。  
 A: なんセンチですか。  
 B: 二十九センチです。  
 A: あのう、二十八センチはあります。でも二十九センチはありません。もうしわけありません。  
 B: そうですか。ざんねんですね。じゃあ、けっこうです。ぜんぶでいくらですか。  
 A: ボールが四つで千二百円です。Tシャツは六千円です。しょうひぜいは五パーセントです。七千二百円としょうひぜいで七千五百六十円です。一万円からですね。二千四百四十円のおかえしです。こちらはレシートです。ありがとうございました。

---
- describe measurement, shapes, colours and sizes.
 

A: クッションをください。  
 まるいの/四かくいの/三かくの/ながいの/ほそながいのをください。  
 おおきいの/ちいさいのをください。  
 B: これは、いかがですか。  
 A: ええと、これはちょっと...

Interest and praise can be expressed by tone of voice, facial expressions and such simple expressions as わああ！へえ！すごいねえ！いいねえ！  
すてきねえ！きれいねえ！（female speech）.

### Linguistic Skills

Pronunciation of しや、しゅ、しよ： pick up words of high frequency, such as きしや、でんしや；the song “Train（きしや／汽車）” can be used.

きしや、きしや、しゅっぽ、しゅっぽ、しゅっぽ、しゅっぽ、しゅっぽっぽ  
ぼくらをのせて、しゅっぽ、しゅっぽ、しゅっぽっぽ  
はやいな、はやいな、まどのそと  
はたけはとぶとぶ、いえもとぶ  
はしれ、はしれ、はしれ、てっきょうだ、てっきょうだ、たのしいな

### Sociocultural Skills

Students learn how to decline an offer or invitation and understand why people do not use direct negative sentences. It is probably the same in Canada that throwing money (even softly) in front of a shop assistant is considered to be bad manners when paying for goods. However, students should be reminded that if it happens in Japan, it is considered extremely rude. Money has to be passed from hand to hand or be put on the counter gently.

For such occasions as weddings and graduation ceremonies, newly printed money wrapped, or put in an envelope, is presented as a gift. There are specially designed envelopes for weddings, funerals and other occasions.

### Cognitive Skills

Students extract information from such visual representations as grocery advertisements and graphs on household budgets, and collate the information so as to make purchasing decisions.

### ATTITUDES

Students are able to appreciate Japanese politeness and high-quality customer services related to shopping.

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## STAGE 1: INTRODUCTION TO JAPAN

### Level 4: Student Interests

#### FOUNDATION COMPONENT

- Japanese youth culture/daily life patterns
- conflict between group and individual needs/goals
- movies/TV programs
- leisure activities
- names of sports
- electronics/computers
- invitations

#### KNOWLEDGE

##### Language

There are some interesting characteristics in the English language that young people use. Discuss some of these characteristics by comparing them to the language that adults use in Canada; for example, intonation, abbreviated words, words that sound like English, but actually are not. This kind of language is called Japlish or Janglish.

- adjective + noun (noun-modifying)  
つめたいアイスクリーム
- noun は adjective です (subject and stative predicate)  
きょうは さむいです。
- normal negative form of verbs with qualifiers *ぜんぜん* and *あまり*  
さかなは *ぜんぜん* たべません。べんきょうは *ぜんぜん* しません。  
にくは *あまり* たべません。べんきょうは *あまり* しません。
- normal form of verb to express future actions and habitual actions  
うちに でんわします。  
まいあさ 七じにおきます。
- TE form of verb to express successive actions  
あさおきて、かおをあらいます。ごはんをたべて、バスにのって、がっこうに  
いきます。
- verb + TAI form (desiderative)  
ふゆはスノーボードがしたいです。  
こんどの なつやすみは にほんに いきたいです。
- use of the particle の
  - possessive person の noun  
わたしのうち、ゆうこさんの でんわばんごう、
  - noun modifier  
あした の ごご、ともだちの すずきさん
- use of the particle は in negative answers or as a contrasting element  
ジョギングは すきじゃないです。でも ウェートトレーニングは すきです。
- use of the particle が to combine two sentences that express contrasting ideas (conjunction)  
ジョギングは *あまり* すきじゃないですが / すきじゃありませんが、  
エアロビクスは すきです。
- time expressions without the particle に  
らいげつ にほんに かえります。

## Culture

- Youth culture in Japan. Discuss daily life patterns of young people in Japan and in Canada.
- Life styles of young people. Many young students go to *じゅく* or *よびこう* to prepare for university entrance examination. In the video series, *Faces of Japan*, there is a videocassette called “The New Generation.” It illustrates the conflict between some young people who refuse to be set in the ordinary educational system and the society which does not accept such youth.
- Japanese traditional music, dancing and drama. At this stage, students are expected to be able to name some of the musical instruments, *こと*[琴], *しゃみせん*[三味線], and their characteristics. Show a video about *かぶき* or *のう*, the traditional performing arts that combine music, drama and dancing.
- Popular sports and traditional sports. One of the most popular sports among young people currently is soccer. Since the establishment of the professional soccer league in Japan, the game has gained considerable popularity. Baseball is still a popular sport, professional leagues are supported by people of all ages; amateur baseball is also very popular. There are non-professional intercity games, and college baseball and high school baseball are very big.

*すもう*[相撲] is Japan’s national sport and the professional *すもう* of today dates back to the Edo period. *すもう* has become even more popular recently because of the young *すもう* wrestlers with highly developed techniques and strength.

If you can obtain a Japanese–English newspaper, sports columns give the latest information on sporting events. The Internet is also a useful resource. Modify the articles from Japanese newspapers and use them for comprehension activities.

## Concepts

- *しんじんるい*[新人類]. The younger generation has been called *しんじんるい*, new humans. Before explaining what *しんじんるい* is, have students guess why this term was created. A similar situation exists in Canadian society and this discussion can be extended to the conflict between the older generation and younger generation.

What the *しんじんるい* do, say and think may be beyond the understanding of the older generation. Yet, once the *しんじんるい* graduate from universities or colleges and become employed by companies, they, themselves, conform to the way of the society.

- Generation gap/tension between traditional and contemporary values. Discuss whether or not students feel tension or are aware of a generation gap between traditional and contemporary values in their community.
- Perception of tradition. It is said that the tendency to act in groups is a typical feature of Japanese people. The number of people who like to do things as part of a group rather than on their own is still large. The younger generation has more opportunities to be exposed to Western-inspired individualism or the Western style of living—having separate rooms, nuclear family being separated from the older generation, grandparents.

It seems that young people try to look and act different from the traditional ways of behaviour, or expected behaviour, and could not care less about traditional ways of thinking. This trend and direction is mostly created by the media and companies who try to sell their merchandise and are constantly advertising their goods. Consequently, to adult eyes young people look the same, wear similar clothes, think in the same way and do similar things.

Tradition still can be observed in the daily life of the Japanese. Even しんじんるい, who do not seem to care about such traditions as religion or ceremonies, enjoy one of Japan's oldest traditions, New Year. People on their own at this time of the year, often feel lonely.

## SKILLS

### Linguistic Functions

- Students are able to describe daily routine activities, joining two or more actions.  
テレビをみて、ファミコンをして、ごはんをたべて、ねます。
- Students are able to tell what they do often, what they never do and what they do not do much of.  
よくえいがをみます。コメディはよくみませんが、アクションはあまりみません。バイオレンスはぜんぜんみません。
- Students are able to express likes and dislikes regarding activities.  
サッカーがすきです。ラグビーはあまりすきじゃないです/すきじゃありません。キャンプとつりがすきですが、りょうりはあまりすきじゃないです/すきじゃありません。
- Students are able to express reasons in simple sentences.  
A: おひるはなにをたべますか。  
B: カフェテリアでまいにちハンバーガーをたべます。  
A: どうして(ですか)。  
B: おいしいからです。
- Students are able to make arrangements for a leisure activity and can discuss with a partner such details as time, place, transport and where to meet.  
A: なつやすみにキャンプをしたいです。いつがいいですか。  
B: ○○がつ○○にちがいいです。  
A: じゃあ、どこがいいですか。  
B: ○○がいいです。  
A: なんていきましょうか。  
B: バスでいきましょう。  
A: じゃあ、バスでいであいましょう。
- Students are able to give and react to compliments.  
A: ホセくんはじ[字]がじょうずですね。  
B: いいえ、それほどじゃないです。/それほどじゃありません。
- Students are able to ask for permission in polite speech.  
トイレにいったもいいですか。いましゅくだいをしてもいいですか。

- Students are able to give encouragement.  
がんばって／がんばれ／がんばってください。  
だいじょうぶですよ。
- Students are able to praise someone.  
すごいですね。／かっこいいですね。／じょうずですね。／すばらしいですね。
- Students are able to express what one is good at.  
ティムくんはローラースケートがじょうずです。／とくいです。
- Students are able to use possessive case.  
これはわたしのウォークマンです。

### Linguistic Skills

Students are able to write two or three simple passages; for example, a letter to a pen pal describing personal interests.

〇〇さんへ

はじめまして。ぼくのなまえは、〇〇です。〇〇こうこうの〇〇ねんせいです。カナダの〇〇にすんでいます。ぼくはキャンプとハイキングがすきです。ニンテンドウとからてもすきです。にほんにいきたいです。きょうととひろしまにいきたいです。ぼくのうちにいぬが二ひきとねこが一ぴきいます。  
〇〇より

一九九六ねん〇〇がつ〇〇にち

### Sociocultural Skills

Canadians do not apologize with a bow. Students will learn to bow when apologizing.

### Cognitive Skills

Students should be able to make educated guesses about such things as the meaning of loan words or what is likely to be said in a given situation, and identify potential communication problems.

### ATTITUDES

Students are able to recognize that they share many similar interests with the young people of Japan. They appreciate the similarities and differences in lifestyles in this age group.

## STAGE 1: INTRODUCTION TO JAPAN

### Level 5: My Japanese Counterpart—Hosting a Friend from Japan

#### FOUNDATION COMPONENT

- aches/pains
- health
- daily personal hygiene routines
- differences between Japanese and Canadian schools
- housing
- family structures and values
- etiquette (visiting/hosting)
- introductions
- shopping
- modes of transport
- public transit
- clothing
- sports
- hobbies
- food/restaurants
- holidays
- travel/excursions

#### KNOWLEDGE

##### Language

The Japanese language reflects Japanese society in many respects. It is recommended that teachers have the idea of “social frame” summarized for themselves first. This aspect is a key element for Stage 2 and Stage 3, and thus a thorough and insightful study should be done. *Japan in Your Pocket! JTB's Illustrated Book Series* could be a good resource. Study of Stage 3 is also recommended for the teachers.

- verb ませんでした  
きのうはハンバーガーをたべませんでした。
- noun じゃなかったです/じゃありませんでした  
プレゼントは本じゃなかったです/じゃありませんでした。ノートでした。
- TE form of the verb + います (progressive actions)  
わたしはシャワーをあげています。(あげます)
- person/animal が quantity います  
いぬが二ひきいます。くるまが三だいあります。
- person/animal は ~が ~です  
せんせいはせがたかいです。  
せんせいはこえがおおきいです。
- ~がだいすきです (I really like ~)  
わたしはわしよくがだいすきです。
- TA form of adjectives (past aspect) かった  
きよねんのなつはあつかったです。



- the verb +TAI form is not normally used to describe someone's desires except with close friends or family members  
さとうさんはハワイにいきたいです。(x)  
さとうさんはハワイにいきたいそうです。(O)
- ~から~まで (from ~ to ~)  
あさ九じから よる五じまではたらきます。  
エドモントンから カルガリーまでくるまでいきます。
- person にあいます (meet someone)
- double particles:
  - には、へは (locations; topical)  
バンクーバーにはひこうきでいきます。
  - にも、へも (locations; inclusive)  
このバスはダウンタウンと だいがくにもいきます。
- read and write the following *kanji* characters and basic combinations:  
一、二、三、四、五、六、七、八、九、十、百、千、万、円  
日本、(日本) 語、上、下、中

## Culture

Compare and contrast Japanese ways with Canadian ways:

- family
- Japanese education system
- living (standard of living)
- Japanese diet and eating habits
- gift giving

## Concepts

- Social frame. The treatment of this topic is explained in the language knowledge section on preceding page.
- Western influence. Western influence can be seen in many aspects of the modern lifestyle of the Japanese; the younger generation are particularly keen to use foreign goods with brand names, to look foreign by changing their hair colour or wearing pierced earrings.
- Exchange of gifts. おちゅうげん[お中元]、おせいぼ[お歳暮]、おみまい[お見舞い]、おいわい[お祝い]、おかえし[お返し] and the like, are very interesting examples.

## SKILLS

### Linguistic Functions

Students are able to introduce themselves orally and in written form and can describe family members and animals in detail.

When inquiring about other people's wishes/desires, students should know that the verb *たいですか* is not used when talking to their seniors. *~ますか*、*~ましょう*、*~ませんか*、*~はどうですか*、etc., are used instead.

Students are able to describe and explain the difference between Japanese and Canadian life at survival level. Survival level includes obtaining information on how to use transport, how to get around the city, school and shopping centres, how to use facilities in the house and how to post letters. At this level, students can explain the things mentioned above—Canadian ways of life in Japanese.

#### Expressing aches and pains; describing problems

びょうきです。ぐあいがわるいです。おなかがいたいです。  
あたまがいたいです。のどがいたいです。はがいたいです。  
ホームシックです。〇〇アレルギーです。  
げりです。べんぴです。

#### Touring the house

ようこそいらっしゃいました／いらっしゃい。

うちのなかをあんないします。  
ここがおふろです。これはみず、これはおゆです。  
これがシャワーです。せっけんはそれ、シャンプーはこれです。  
タオルはここにあります。

ここがトイレです。トイレットペーパーはここにあります。  
このトイレはわしき／ようしきです。つかいかたがわかりますか。

ここがおいしいです。これはたんすです。

#### Linguistic Skills

Most of the functions overlap with the skills. The skills listed in this section are the practical things that people do in real life.

Writing a letter for the student coming to Canada regarding a home stay.

〇〇さん こんにちは。

ぼくは〇〇です。〇〇こうこうの〇ねんせいです。  
あなたのホストファミリーです。  
〇〇さんは八月にカナダにきますね。  
ぼくのかぞくはとてもたのしみをしています。  
ぼくのかぞくをしょうかいします。六人かぞくです。  
ちちとははとぼくとあねがふたりいます。  
すきなたべものはなんですか。きらいなたべものがありますか。  
ぼくのうちではあまりさかなはたべません。アルバータビーフをたべます。  
アルバータビーフはいちばんおいしいです。

#### Sociocultural Skills

Students are able to dress, sit and know how to bow appropriately in different situations; people do not sit on the table or desk, or sit cross legged in front of senior people in Japan.

Students know how to receive gifts and when and how to open them; when receiving gifts and name cards, use both hands to receive. Normally gifts are not opened immediately; however, nowadays people sometimes open gifts in front of the presenter, after asking for permission to do so.

## Cognitive Skills

### Students:

- process mistakes and learn from them
- make a plan or schedule
- develop skills, and are involved in situations where problem solving and decision making are necessary
- develop problem-solving skills by assisting their Japanese counterparts in various situations.

### Basic Suggested Language Exponents

#### Writing a letter for the host family in Japan (じこしょうかいのてがみ)

〇〇さん、はじめまして。わたしのなまえは〇〇です。  
わたしは八月に日本にいきます。  
わたしはいま〇〇こうこうで日本語をべんきょうしています。  
日本がだいすきです。  
とうきょうディズニーランドはおもしろいですか。  
わたしも行ってみたいです。きょうとやほっかいどうにも行ってみたいです。  
おてがみをまっています。では、さようなら。

Some potential form of verbs should be taught, if there is a student actually going to Japan on an exchange program.

さかなはぜんぜんたべません。アレルギーです。  
さかなはたべ(ら)れません。アレルギーです。  
もうたべ(ら)れません。おなかがいっぱいです。

#### Expressions for daily life

おきます、ねます、たべます、でんわします、おふろにはいります、  
シャワーをあびます、かおを／てをあらいます、ふくをきます、ふくをぬぎます、  
くつをはきます、ぼうしをかぶります、せんたくします、〇〇をあらいます、  
でんしゃにのります、でんしゃをおります、あるきます、さんぼします、  
つかいます、かります、がっこうにいきます、  
バスでいきます、〇〇ぼんのバスにのります、おかねをはらいます、  
しゅうてんまで170円です、こぜに／コインありますか、りょうがえします、  
ボタンをおします、えきからうちまであるきます、こうぼんでききます  
ゆうびんきょくできつてをかいます。

#### Posting a letter

エアメールのきつてをください。カナダまでエアメールでいくらですか。  
きつてをはります。きつてをはって、ポストにいれてください。

## ATTITUDES

Students are able to demonstrate willingness to be involved in learning activities and to take risks in using the language.

## STAGE 2: JAPAN TODAY

### Level 1: Land and People

#### FOUNDATION COMPONENT

- topography
- volcanoes
- weather/climate/seasons
- how people's temperaments may be affected by climate
- major eras of history
- natural disasters
- countries/cities of the world
- geographical relationships with other countries
- international and historical relationships (outside influences: China, North America)
- economic growth
- modern political structures
- population/demography
- modes of transport

#### KNOWLEDGE

##### Language

Students should be able to read all *katakana* symbols and write *katakana* words that appear frequently in daily lessons.

##### Linguistic Patterns and Examples

- く-form of adjective +ない  
きょうはさむくくないです。
- く-form of adjective +ありません  
きょうはさむくありません。
- adjectival noun +じゃない  
これはにほんのちず じゃないです / じゃありません。
- て-form of verb +いました (past progressive of verb)  
せんせいはごはんをたべていました。
- topic は subject が○○です (major and minor sentence subject)  
このいぬはみみがおおきいです。
- past form of adjectival nouns: adjectival noun +でした  
マイクくんのたんじょうびはきのうでした。
- joining sentences using で: noun で / adjectival noun で  
わたしはこうこうせいで、にほんごをべんきょうしています。
- くて-form of adjectives  
あのレストランはやすくておいしいです。
- adjective +でしょう (probability)  
あしたのてんきははれ ときどき/のち くもりでしょう。
- past negative form of い-adjectives: くなかった [です]  
あのえいがはおもしろくなかったです。

- past negative form of adjectival nouns: じゃなかった[です]/じゃありませんでした  
このほんは500えんじゃなかったです/じゃありませんでした。
- noun (1) の noun (2); this should be introduced at an earlier stage, such as Stage 1  
にほんごのせんせい、ともだちのたなかさん、100えんのコーラ、三人のこども、7じのバス
- conjunctions: そして/だから  
きのうはとてもあつかったです。だからすいえいをしました。  
そしてアイスクリームを食べました。

わたしはハンバーガーがだいすきです。だからまいにちたべます。

## Culture

Students should gain a general overview of the geography, key figures and major historical periods of Japan.

## Concepts

Students should understand the historical principles of cause and effect, and recognize the Japanese concepts of selflessness and harmony.

## SKILLS

### Linguistic Functions

Students should be able to communicate general facts having to do with time, geography, climate and history, and express guesses and predictions.

### Linguistic Skills

Students are expected to be able to write simple reports, and to label maps, charts and diagrams in *kana* and *kanji*.

### Sociocultural Skills

Students should be comfortable with starting and ending conversations appropriately.

### Cognitive Skills

Students should be able to seek and use information from various sources to make judgements and predictions, and recall historical events in order.

## ATTITUDES

Students are able to appreciate fundamental similarities between how the countries of the world have participated in historical events and how individual human beings behave.

## STAGE 2: JAPAN TODAY

### Level 2: Customs

#### FOUNDATION COMPONENT

- religions in Japan (Shintoism, Buddhism) and their origins
- Confucianism
- gift exchanges
- obligations
- manners/etiquette
- the role of the environment
- food for special occasions
- annual events/holidays
- weddings/funerals

#### KNOWLEDGE

##### Language

People often use humble and honorific expressions in interpersonal situations, such as when exchanging gifts or serving dinner to guests. Such expressions as つまらないものですが (literally meaning, “this is a boring gift, but ...”) and なにもありませんが、どうぞおめしあがりください (we have nothing, but please start eating) will probably amuse students. Teachers should explain the meanings behind such expressions. Social obligations are needed for smooth relations in Japan’s vertical society among the social frameworks of family, school, company, friends and neighbours. Gift giving is one aspect of social obligations, and it is an important part of Japanese life.

##### Linguistic Patterns and Examples

- stem form of verb+にいきます/きます (go/come for the purpose of ...)  
えいがをみにいきます。  
サッカーをしにいきます。  
モールへシャツをかいにいきます。  
きょうはともだちがわたしにあいにきます。  
おぼさんがごはんをたべにきます。
- verbs of giving and receiving★:あげます/もらいます/くれます; and the different functions of に in giving and receiving: ○○にあげます/○○にもらいます  
わたしはせんせいにガムをあげました。  
わたしはせんせいにキャンディーをあげました。  
わたしはいぬにチーズをやりました。
- base form of adjective+そうです (it looks \_\_)  
このケーキはおいしそうですね。  
きぶんがわるそうですね。
- stem form of verb+たい (desiderative)  
わたしはにほんにいきたいです。

★ The verbs of giving and receiving are the most difficult concept for students to comprehend. Students need to understand the concept of in-group and out-group of family, as well as the structure of Japanese society, which is vertical rather than horizontal. It is probably better to always make the subject (WHO receives/gives) clear.

## Culture

Many Japanese who consider themselves religious would say that they are both Buddhist and Shintoist. Shintoism is a system of values in the life of the Japanese, as well as a religion based on the laws of nature and ancestor worship. Japanese people do not see a contradiction in being Shintoist, Buddhist and Confucianist all at the same time. People who say that they are not religious still might visit a shrine on particular occasions. The number of followers claimed by different religions are: Shintoism—109 million; Buddhism—96 million; Christianity—1.46 million (1991). The sum of these figures is nearly twice Japan's population. The number of religious groups is over 180 000. The perception of Japanese religion, worshipping different gods, is a key element of this module; however, it may prove difficult for students to understand fully. At this level, students are expected to accept the facts. They should develop general ideas on Buddhism, Shintoism and Confucianism, and understand that most festivals in Japan are related to seasons and religion.

## Concepts

- Shintoism: reciprocity. One of the main features of Shinto is the laws of nature. All natural objects and phenomena were believed as having gods, and in the older times, when harvesting depended largely on nature, people prayed to the gods and made offerings to them for good crops. This two-way relationship remains today in visiting shrines and making offerings to gods for important events that mark the stages of significance in one's life; for example, praying for success in school entrance examinations, business, money and marriage.
- Gift exchanging. The big gift-giving seasons in Japan are *ちゅうげん* [中元] in July and *せいぼ* [歳暮] in December. Some people give each other Christmas and birthday presents, but this is not as common as it is in Western countries.

During *ちゅうげん* and *せいぼ*, department stores put gift packs on sale and set up special departments to take the orders and send out the gifts. Popular items include wine and whisky, fruit, ham, canned goods, soap and cooking oil. Having the gift sent is usually quite acceptable, but it is considered good manners to deliver a gift personally, if it is to a very close acquaintance, especially one who did you a great favour. The Japanese usually send *ちゅうげん* and *せいぼ* to their former teachers or university professors, and to their matchmaker, if appropriate. If you receive a present at *ちゅうげん* or *せいぼ*, it is not necessary to give anything in return. However, do not omit to send a letter of thanks. If you receive a present on occasions, such as your wedding, the birth of a child, an illness or the death of a family member, you should give in return a gift worth about half the value of the one you received.

- Japanese school year. A calendar year starts in April and new employees of a company start working in April. (Spring is the beginning of new life.)

## SKILLS

### Linguistic Functions

Sample conversations for asking permission; further て-form of verbs

- A: ゴールデンウィークにどこかにいきませんか。  
B: いいですね。わたし、とうきょうディズニーランドに行きたいです。  
みて、ホストファミリーのおとうさんにチケットを二まいもらいました。  
Aさんに一まいあげましょう。  
A: うわあ、うれしい。ありがとう。

- A: おかあさん、こんしゅうの日よう日に ディズニーランドに行ってもいいですか。  
B: いいですよ。だれといきますか。  
A: BさんとCさんと三人でいきます。  
B: なんじにかえりますか。  
A: たぶん、七じごろにかえります。  
B: じゃあ、きをつけてね。行ってらっしゃい。  
A: 行ってきます。

### Linguistic Skills

Students should be able to distill relevant information from documents and present short oral summaries. They should also continue to develop their writing ability.

### Suggested Vocabulary

(お)しょうがつ、(お)ぼん、(お)まつり、  
なつやすみ、ふゆやすみ、はるやすみ  
(お)ちゅうげん、(お)せいぼ、クリスマス、クリスマスプレゼント、おとしだま、  
ねんがじょう、せつぶん、ひなまつり、(お)はなみ、こどもの日  
ゴールデンウィーク、たなぼた、ぼんおどり、おどります、つきみ、七五三  
ゆかた、きもの、しんとう、じんじゃ、とりい  
ぶつきょう、(お)てら、(お)はか、(お)はかまいり  
けっこんしき、(お)そうしき、おいわい、こうでん、しゅっせきします、  
びょういん、びょうき、にゅういん、にゅういんします、(お)みまい、おだいじに、  
おめでとう、はちうえ[鉢植え]  
うれしい、うれしそう、たのしい、たのしそう、かなしい、かなしそう  
さびしい、さびしそう  
きます(着ます wear)、ぬぎます、はいります

### Basic Suggested Language Exponents

クリスマスはたのしいです。  
おしょうがつに おとしだまをたくさんもらいます。  
ともだちのけっこんしきに しゅっせきします/いきます。  
おいわいはなにをあげますか。  
はなこさんのおみまいに いきませんか。  
びょうきのおみまいに はちうえをあげてはいけません。  
へやのなかで コートをきてもいいですか。  
うちのなかで くつをはいてもいいですか。  
げんかんのそとで コートをぬぎます。  
げんかんで くつをぬぎます。



## **Sociocultural Skills**

Students should be able to exhibit appropriate behaviour when visiting someone:

- take off shoes at the entrance and put on the slippers provided
- take off coats at an appropriate time
- choose what to take/give, especially if visiting a sick person
- behave appropriately when eating and drinking (manners)
- refer to the latest visit and thank the host or hostess a few days after the visit.

Students should be familiar with the concept of giving and receiving gifts, which helps to create good relations, and is one of the most conspicuous customs of Japan. When choosing the appropriate verb for giving and receiving, social position and relations is an important factor.

## **Cognitive Skills**

Japan was originally a country of farmers, and most of its festivals are connected with the agricultural calendar. Every region has its own Autumn festival to thank the local deity for the harvest and pray for an even better one next year.

## **ATTITUDES**

Students are able to appreciate the religious beliefs and social rules of Japanese people.

## STAGE 2: JAPAN TODAY

### Level 3: Arts and Literature

#### FOUNDATION COMPONENT

- the influence of nature
- the influence of religion (Zen Buddhism)
- traditional art forms
  - *ikebana* (flower arranging) – *bonsai*
  - painting – lacquerware
  - tea ceremony/*sadoo* – *kimono*
  - calligraphy/*sumie* – pottery
  - textiles/designs
- literary forms
  - stories – novels – *haiku*
  - folk tales – diaries – myths
  - legends
- traditional Japanese theatre
  - *kabuki* – *noh* – *bunraku* (puppet theatre)

#### KNOWLEDGE

##### Language

A comprehensive explanation of how *kanji* and the two phonetic syllabaries were developed is given in many text and reference books. The development of *man'yōgana* [万葉仮名], and the establishment of *hiragana*, made it possible for people to write freely, using their own language. This relates to the fact that in the middle of Heian Period many stories and essays were written and *waka* [和歌] poetry flourished.

Students will be exposed to the considerable differences between the written form and the polite form of Japanese. Using the *Kimono* textbooks, students gradually learn from the polite form to the plain form, but if teachers don't show students the grammatical rules properly, then students are likely to treat the polite form of speech as meaningless, especially if they have had experience speaking with native speakers of Japanese. Some daily expressions and greeting phrases can be treated as a matter of idiom or memorization, but the *Japanese Language and Culture 10–20–30* program aims at generative/cognitive skills that enable students to think of languages in an autonomous way.

Teachers should be able to show students how grammar functions unconsciously in the speech of native speakers of Japanese.

Some students have the intention of attending exchange programs, whatever the length of time is, and they have strong desires to communicate with Japanese people with the skills acquired in Japanese lessons.

Students should be able to identify polite forms of verbs whether they are weak/*Ichidan*, –ru ending verbs, strong/*Godan*, –u ending verbs, or irregular. This identification enables students to make ㇿ-forms of verbs easily and that leads to making the plain form of verbs, and then to the た-form. After students have understood this logic, introducing spoken forms becomes easier for both teachers and students.

The distinction is found in a diary format, formal and informal letters, newspapers and stories. Collect samples of such written materials and have students point out obvious differences. Japanese word processors often come with optional diskettes of sample documents that teachers can use with the help of native Japanese speakers.

Corresponding with Japanese high school students is one way to familiarize Canadian students with the written forms used by younger people, such as わたしは こうこうせいのおんなのこ です。

Using まんが (comic books) or *Mangajin* can be valuable; but teachers should choose resources carefully watching for such things as profanity, violence, nudity and other sensitive issues.

Identification of verb groups, clear comprehension of past form of adjectival nouns (noun sentence; はるでした。 / な-adjective sentence; げんきでした。) and い-adjective conjugation is also an important factor.

ごはんをたべます。	ごはん(を)たべる。 ごはんたべるだ。(×) ごはんたべるんだ。	ごはん(を)たべた。 ごはん(を)たべたんだ。
はるです。 げんきです。 かわいい(です)。	はるだ。 げんきだ。 かわいいだ。(×)	はるだった。 げんきだった。 かわいかった(です)。 かわいいでした。(×)

Female speech could be easier to identify than male speech because of sentence final particles of の or ね and so on.

The difference between male speech and female speech exists in the language that each student speaks: not everyone speaks standard Japanese, and there are many dialects in Japan. Give students sample conversations in written form and have them analyze the conversations to find out the differences, such as endings (の、よ、ね、んだ etc.), use of お in front of certain words, and so on.

Point out the fact that the difference between male and female speech seems to be disappearing in the younger generation.

### Linguistic Patterns

- dictionary forms of verbs (nonpast aspect only): verb -ru ending (weak/*Ichidan*), verb -u ending (strong/*Godan*) and of irregular verbs
 

おすしをたべます。	-- おすしをたべる。
まいにち九じにねます。	-- まいにち九じにねる。
あたらしいファミコンをかいます。	-- あたらしいファミコンをかう。
がっこうにいきます。	-- がっこうに行く。
ボーイフレンド/ガールフレンドとデートします。	-- ~デートする。
バスがきます。	-- バスがくる。
- て-form of verb + くれませんか / て-form of verb + くない (casual)
 

ほんをとってくれませんか。 / ほんをとってくない。
まどをあけてくれませんか。 / まどをあけてくない。
ちょっとまってくれませんか。 / ちょっとまってくない。

- て-form of verb + みます/みる  
おもしろそうなほんですね。ちょっとみてみましょう。  
みちがわかりません。おまわりさんにきいてみましょう。  
なつやすみにきょうとにいてみませんか。
- potential form of verb, and past, negative and negative past forms  
たべます ----> たべられます  
たべられました/たべられませんでした  
みます ----> ★みえます  
みえました/みえませんでした  
ききます ----> ★きこえます  
きこえませんが/きこえませんでした  
いきます ----> いけます  
いけました/いけませんでした

わたしはさかなアレルギーで、おすしがたべられません。  
アマンダさんはかんじがじょうずにかけます。  
きょうはおてんきがいいです。だからふじさんがみえます。  
くるまのおとがうるさいです。よくきこえません。

- 五ふんかんだけまちましょう。  
あかちゃんはたいてい十八じかんねます。

★ It seems that some elements of the language, especially spoken language, are in a transitional period. It is noticeable that *みられる* has changed its form as *みれる*. The same change is happening in many common *Ichidan* verbs (weak verbs), such as *たべる* versus *たべれる*, *ねる* versus *ねれる*, etc. This can be seen in written form as well: *らぬきことば* (omissions of “ra”). It may be better to teach just *みえる* and *きこえる* by themselves, not in the contrasting fashion.

**Culture**

If possible, invite Japanese people to demonstrate a tea ceremony, flower arranging, calligraphy and brush ink painting. It is interesting, and not so difficult, for students to try calligraphy and brush ink painting. Provide a brief history of the development of each (see *An English Dictionary of Japanese Ways of Thinking* by N. Honna and B. Hoffer) or have students research and do presentations to the class. Have students research the rules of tea ceremony and flower arranging, and discuss what makes those arts as “way”s.

Showing videos about traditional Japanese theatre is the best way to deal with the topic of *kabuki*, *noh* and *bunraku*. Detailed information about traditional arts is obtainable from reference books listed in *Japanese Language Learning Resources: An Annotated Listing*, 1996.

*Kabuki* is one of the most classical performing arts and its highly stylized form of dance and drama have been attracting people. Nowadays, talented young actors enjoy popularity among the younger generation, as well as the older one.

Some historically important literary works, such as the *Tale of Genji*, depict Japanese concepts of life and Japanese aesthetics. Non-native speakers are encouraged to read the *Tale of Genji* to understand the term *もののあわれ*, which was the dominant aesthetic of the Heian period.

Some folk tales, such as うらしまたろう、ももたろう、かぐやひめ、いっすんぼうし, could be rewritten, using simple sentences for comprehension or translation/information gap exercises.

Students can try to compose はいく poems. Have students compare and discuss the similarities and differences between はいく and たんか. Traditional Japanese music uses a five-note scale and has more or less two and four beat rhythms. When you are showing students a かぶき video, have them listen to the music, and see if they can count the rhythms.

### Concepts

- Way. In Japanese, tea ceremony, さどう or ちやのゆ, literally means “the way of tea.” Flower arranging, いけばな or かどう, literally means “the way of the flower.” The *kanji* character 道 means “way” so that けんどう and じゅうどう mean “the way of けん (sword)” and “the way of flexibility.”
- Japanese garden. There are three main styles of Japanese garden: つきやま, かれさんすい and ちやにわ. Students can compare a Japanese garden with a Western garden and discuss the similarities and differences.

The *English Dictionary of Japanese Ways of Thinking and Japan As It Is* (日本人のきせつかん) contain more detailed cultural information on these topics.

### SKILLS

#### Linguistic Functions

Phrases to confirm arrangements

ゆうこさん、あしたのえいがはごご六時から ですよね。  
じゃ、あしたはやすみですね。

ホセくんはまいにちにつきをかきますか。  
むらさきしきぶは「げんじものがたり」をかきました。  
「げんじものがたり」はこいのものがたりです。  
くるまをあらってくれないですか。／くるまをあらってくれない。  
いけばなをやってみたいです。  
きものをきてみたいです。  
わたしは五ねんかんピアノをならいました。  
ギターがひけますか。トランペットがふけますか。おことはどうですか。

-すごい、マイクくんがはいくをかきました。  
-マイクくんのはいくはどうですか。  
-そうですね、いいですよ。でもちょっとじがきたないですね。

## Linguistic Skills

Student participation in conversation should be spontaneous, and they should be able to create original stories and はいく. Students should also be able to use a Japanese dictionary. It may be useful to have them try looking up some of the following words:

につき、はいく、げんじものがたり、こい[恋]、ものがたり、むらさきしきぶ、  
もののあわれ  
さどう、おちゃ、いけばな、せんりのきゆう、しょどう、ぜん[禅]、せきてい、  
かぶき、のう、ぶんらく  
ならいます、やってみます (give it a try)、ひきます (play instrument by hands)、  
ふきます (吹きます play instruments by blowing)  
(お)こと、ふえ、たいこ

## Sociocultural Skills

Students should be able to soften requests and express hesitation, such as in the following examples:

Phrases to indicate hesitation, rather than saying "No" outright:

そうですね、でも

e.g., 「これからうちにあそびにきませんか。ホセくんもきますよ」  
「そうですね、でも...きのうホセくんとけんかをしました」

あのう...

e.g., 「あのう...おねがいがあるんですけど」  
「なんですか」  
「あのう...おかねをかしてくれませんか」

## Cognitive Skills

Students should be able to evaluate stories, poems or other experiences and give personal opinions, and show appreciation by using expressions, such as すばらしいですね、すごいですね、まあまあですね.

Students should be able to classify information; the difference between たんか and はいく.

Using rewritten simple stories, such as ももたろう or かぐやひめ and so on, students are able to put information in sequence. Translation and information gap exercises can be used.

## ATTITUDES

Students are able to show their appreciation for Japanese art and literature, and appreciate the aesthetic features of the language.

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## STAGE 2: JAPAN TODAY

### Level 4: Work

#### FOUNDATION COMPONENT

- work ethics/customs
- professions
- job interviews
- salaried employees
- part-time jobs
- company structures
- job security
- loyalty
- education/training
- family spending
- budgets
- leisure activities

#### KNOWLEDGE

##### Language

Students should be able to recognize that language reflects the hierarchical structures of Japanese society; humble words are used to describe one's own group members; for example, *うちのすずき*, no title, such as *さん*, is used when speaking of a member, even senior, of the same company to an outsider.

The concept of in-group and out-group—us and them—is to be discussed again in relation to the workplace. Japan has a high-density, homogeneous population, and this fact has developed numerous social groups or frames, each of which share common values and consciousness. People with those tacit understandings are insiders (us) and those without them are outsiders (them). One social frame that people can belong to is the family, and another major one is the workplace. Humble expressions are used to make social relations smooth in Japan's vertical society, especially in business situations.

- ~になりたいです (I want to become~)  
かいけいしになりたいです。  
シェフになりたいです。 See *Kimono 3* for some vocabulary related to professions.  
じゅういになりたいです。
- dictionary form of adjective + からです (The reason is that it is ~)  
The context expressed by i-adjective (plain form of adjective) is limited.  
やすみがおおいからです。  
きゅうりょうがいいからです。
- noun/adjectival noun + だからです (The reason is that it is ~)  
すうがくがとくだからです。  
りょうりがすきだから/じょうずだからです。  
どうぶつがすきだからです。
- dictionary form of verb + つもりです (It is my intention to ~)  
いしゃ/だいがくのせんせい/ホッケーのせんしゅ/そうりだいじんになるつもりです。  
らいねんのなつやすみにメキシコへいくつもりです。  
しょうらいにほんをりょこうするつもりです。

- the particle **で**: instrument **で** (by means of)  
language/script **で** (by means of)  
このきょくをピアノでひいてください。  
にほんごではなしてください。  
なまえをカタカナでかいてください。
- dictionary form of verb + **かどうか** わかりません (I don't know whether ~)  
だいがくでにほんごをべんきょうするかどうかわかりません。
- dictionary form of adjective: adjective plain

## Culture

- **Traditional Household.** Discuss the traditional household (**いえ**) as the fundamental form of social organization of the pre-modern period. Concepts, such as ancestor worship, status hierarchy, division of labour, age seniority and male superiority, should be explained to the students.
- **Traditional Business Enterprise.** Discuss how the *ie* was the basis for the organization of the traditional business enterprise and how some of the great commercial households of the pre-modern era have survived and evolved into the most powerful *zaibatsu*, or financial and industrial institutions, of the modern era.
- **Internal Structure of Villages.** Leadership was based on age, wealth, kinship and length of household residence. Discuss decision-making processes and other characteristics of village life.
- **Confucianism.** The morality of Confucianism was first spread during the Edo period (1600–1868). At the heart of this morality was the notion of society as an ordering of different but interdependent roles and statuses. Morality centred on relationships, particularly the parent–child relationship, rather than on individual conscience or abstract principles. Discuss some details of this ideology and how it helped to shape the natural evolution of modern-day institutions.

*Japan: An Illustrated Encyclopedia* contains more detailed cultural information of these topics.

- **Vertical Society.** The Japanese people treat each other differently, depending on the person's status, position, seniority, etc. Discuss and compare the hierarchical interpersonal relationships in Japanese society with the power structure in Western societies.
- **Work Ethic.** The Japanese work ethic has been undergoing significant change. Explain how the economic recession has affected the work hours and leisure activities of the Japanese people, particularly the younger generation.
- **Women in the Workforce.** Increasing number of Japanese women now hold jobs due to relatively recent change in the attitude toward women's employment, change in the industrial structure which provides more equal opportunities for women, higher educational standards for women, economic changes and other factors. Compare the positions that Japanese women hold as opposed to Japanese men. Discuss how this compares with the situation in Canadian society.

More detailed information on these topics can be found in *Nippon o gokaisasenai eikaiwa*.



- Seniority System. Japanese salaried man's position rises in direct proportion to his age. An employee's rank, salary and qualifications within a firm are based on the length of service with the company. Promotions depend on one's educational background, sex and type of job, while wage increases are primarily governed by age and length of service.

Discuss the positive aspects of the seniority system, such as worker loyalty and personnel stability, as well as the negative ones, such as skyrocketing labour costs due to increasing numbers of older employees in higher wage brackets, difficulty in assigning employees to appropriate tasks and growing inflexibility within the organizations. Explain some of the current changes taking place within corporations and the effect these changes are having on the traditional seniority system.

*Japan: An Illustrated Encyclopedia* provides more detailed information on this topic.

### Concepts

Students should learn what it means to be *しゃかいじん* [社会人], in terms of such things as the Japanese work ethic, identification with the group and vertical relationships.

### SKILLS

#### Linguistic Functions

しょうらいなにになりたいですか。  
 わたしは ジャーナリストになりたいです。  
 ぼくはいしゃになるつもりです。  
 どうしてこのかいしゃではたらきたいですか。  
 くるまのうんてんがとくいだからです。  
 しごとはなんじからなんじまでですか。  
 きゅうりょうはいくらもらえますか。  
 じきゅう 七ひゃくえんです。  
 きゅうりょう日はいつですか。  
 まいつき二十五日です。

#### Linguistic Skills

##### Suggested Activity

Complete a job application form in Japanese. Write a résumé (りれきしょ) in Japanese:

- りれきしょをかいてください。
- りれきしょはえんぴつじゃなく、ボールペンでかいてください。

##### Sample Job Interview

- A: しつれいします。  
 B: どうぞ、すわってください。  
 A: はい、ありがとうございます。  
 B: おなまえは〇〇さんですね。  
 A: はい、そうです。  
 B: しゅうになん日かん (何日間) はたらけますか。  
 A: みっかかん (三日間) ぐらいはたらけます。  
 B: にちよう日もはたらけますか。

- A: はい、はたらけます。  
 B: どうやってかよいますか。  
 A: バスでかようつもりです。  
 B: じきゅうは八百円です。じゃあ、あさってから来てください。  
 あさってから来られますか。  
 A: はい、だいじょうぶです。  
 B: じゃあ、あさっておあいしましょう (あいましょう)。  
 はい、ではよろしくおねがいします。さようなら。

### Sociocultural Skills

Students should be able to demonstrate proper conduct during a job interview, including appropriate dress, bowing, sitting and standing.

### Cognitive Skills

Students should be able to collect and examine information to improve their understanding of how social interactions are conducted in Japan.

### Suggested Vocabulary

しょうらい、しごと、しょくぎょう、しゅみ、とくぎ、りゆう、どうして、なぜ、  
 べんごし、いしゃ、はいしゃ、かんごふ、びようし、かいけいし、プログラマー、  
 かがくしゃ、ガイド、プロゴルファー、プロスキーヤー、けんちくか、  
 ニュースキャスター、てんいん、パイロット、スチュワーデス、ミュージシャン、  
 ジャーナリスト、サラリーマン、OL (オーエル)、かいしゃ、しゃちょう、かいしゃ  
 いん、じょうし、ぶか、りれきしょ、がくれき、そつぎょう、アルバイト、  
 パートタイム、きゅうりょう、きゅうりょうび、じきゅう (じかんきゅう)、  
 げつきゅう、かよいます、はたらきます、もらいます、はらいます

### ATTITUDES

Students are able to respect people's different perspectives about how best to conduct one's life.

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## STAGE 2: JAPAN TODAY

### Level 5: Living in Japan—Going to Japan

#### FOUNDATION COMPONENT

- Japanese homes/use of facilities
- visiting a Japanese school/*juku* (cram school)
- school trips
- comparisons between educational systems in Japan and Canada
- holidays
- etiquette (being a guest in someone's home) and friends
- visiting
- public transit
- part-time jobs
- work ethics/customs
- being admitted to hospital
- communication
- postal systems
- cultural activities
- shopping
- travel
- geography

The concept for Level 5, Stage 2 is a combination of both language and culture working interactively. It contains a great deal of information, as well as skills to be taught. Since the speed and intensity of Japanese language courses differ considerably from school to school, it is difficult to make a general statement about the content of each activity.

As for the knowledge of language, it would not be difficult to present the linguistic patterns of this stage to students, since it is based on linguistic patterns of previous stages. If students have a solid understanding of the grammatical knowledge taught so far, they should be able to link former grammatical information with the new linguistic patterns being introduced here.

It might be challenging for teachers to integrate sociocultural aspects into real communicative activities. Some teachers might present sociocultural concepts integrated into sociolinguistic aspects in English through references about Japanese culture; after students have understood the general idea of the concept of this stage, teachers should find it easier to move on to the component developed here.

Native speaking teachers as well as non-native speaking teachers need to consult as many references as possible for self-development and, especially, for the students to understand and summarize the commingled concept of Japanese history, language and culture.

Nowadays, students have many opportunities for going to Japan through exchange programs. Especially at this stage, students are interested in participating in such programs. It would be expected that they could understand the difference between spoken and written language, and depending on which region of Japan a student might visit, the language, culture and social fabric will vary.

## KNOWLEDGE

### Language

Students should be able to:

- develop further previously introduced knowledge of grammar, together with the following structures:
  - pre-nai form of verb + ない (plain negative form)
  - plain negative form of adjectives
  - OO form of verb (volitional)
  - dictionary form of verb + んです
  - adjectival noun + なんです
  - particle に + verb のる
  - もう、まだ (already, not yet)
- master the following *kanji* characters for active use by the end of Stage 2:

大、小、東、西、南、北、国、山、川、年、月、日、名、前、  
木、金、土、行、見、火、水、時、間、学、校、生、京、先、  
車、父、母、子、人、家、出、入、口、男、女、食、買、何

### Culture

Students should also be able to develop further their knowledge of the following cultural elements:

- everyday life of a Japanese family
- the transportation system around big cities, such as Tokyo
- the educational system; how the Japanese people value education
- etiquette and manners when visiting a senior, such as a father's business counterpart or a friend of the host family
- about travelling in Japan: transportation, accommodation, activities, historical places of interest and costs
- aspects of Japanese culture that are made up of many layers—old and new, foreign and native.

The Japanese people value education, and this is reflected in the large percentage of the household budget that is designated for education. In the highly educated Japanese society, parents try to get their children into schools having good names, thus, a high tuition is paid in preparation for the better universities. Universities having good names guarantee their students to get into good companies, which, in turn means lifetime employment. Discuss how Canadian people value education.

Japanese culture is made of many layers—old and new, foreign and native. This is found in diet, clothing, shelter and social customs, such as marriage and gift giving (Valentine's Day gifts, White Day (returning) presents, Christmas presents). Japanese people have shown curiosity toward other cultures, and historically, Japanese accepted foreign cultural elements and created something unique without discarding their own customs and traditions. Have students write a report on this topic by finding examples from the information obtained in previous modules and from other reference materials.

## Concepts

Students should be aware of how rules and traditions govern everyday life in Japan.

## SKILLS

### Linguistic Functions

Seek information regarding travelling. Some examples may be: accommodation, transportation, costs and points of interest.

### Linguistic Skills

Students should continue to develop their casual, plain writing skills in a variety of modes.

### Suggested Vocabulary

トラベルエージェント、こうこうけん（ひこうきのチケット）、パスポート、  
トラベラーズチェック、ホテル、ツイン、シングル、よやくします、かくにんします、  
しらべます、のりかえます、とまります（しゅくはくします）、りょうがえ、  
りょうがえします、日本円、カナダドル、かたみち、おうふく  
とうちやくします、しゅっぱつします  
ひこうじょう、くうこう  
こくさいせん[国際線]、こくないせん[国内線]、  
リムジンバス、JAL(ジャル:日本こうこう)、カナディアンこうこう  
ちかてつ、なりたエクスプレス

### Booking a Flight Ticket

トラベルエージェントへ行って、ひこうきのチケットをよやくします。

- A: カナダのカルガリーまでかえりたいんですけど、よやくをおねがいします。  
B: どのこうこうがいしゃ[航空会社]がいいですか。  
A: そうですね、カナディアンがいいです。  
B: わかりました。いつがいいですか。  
A: ええと、二しゅう間さきの〇〇日がいいです。何時(の)でもいいです。  
B: そうですか。ちょっとおまちください。コンピューターでしらべてみます。  
あ、さんねんです。この日はいっぱいです。  
でも、つぎの日の〇〇日なら、あります。  
〇月〇日ごご〇時〇ふん、なりた[成田]くうこう[空港]からしゅっぱつします。  
A: そうですか。ほかのこうこうがいしゃは、どうですか。  
B: じゃ、またしらべてみましょう。日本こうこうは、三しゅう間ずっといっぱい  
です。そのほかは、.....  
A: じゃあ、カナディアンの〇月〇日(の)をおねがいします。  
B: 二しゅう間前のよやくですから、やすいですよ。  
A: そうですか。それは、よかった。いくらですか。  
B: 十一万五千元です。おしはらいほうほうは？  
A: えっ、もういちど、おねがいします。  
B: 十一万五千元です。  
A: 115,000 Yen!! たかいですよ。  
B: いいえ、たかくないですよ。ふつうですよ。  
A: チェックではらってもいいですか。  
B: すみませんが、チェックはつかえませんが。トラベラーズチェックなら、つかえます。

### Accommodation

A: いらっしやいませ。

B: あのう、へやをよやくしたいんですけど...  
(or おへや ありますか/おへやあいて(い)ますか。)

A: はい、あります。/はい、ございます。

シングルですか/ツインですか。 etc.

なんぱく[何泊]ですか。/なんぱく[何泊]なさいますか。 etc.

B: こんばんとあしたのよるですから、二はく[二泊]です。

ツインをおねがいします。

A: もうしわけありません。ただいままんしつ[満室]でございます。/  
シングルはいっぱいですが、ツインならあります。 etc.

### Transportation

A: すみません、くうこうまで どうやって行きますか/行けますか。

B: くうこうですか。どのくうこうですか/何くうこうですか。

A: なりた[成田]くうこうです。

B: そうですね、東京えきからちかてつ[地下鉄]のけいせい[京成]せん[線]にのって、  
なりたくうこうえきでおりにください。

A: ちかてつですか。むずかしそうですね。タクシーで行けますか。

B: タクシーでも行けますけど、たかいですよ。

A: ★どのぐらいかかりますか。

★This sentence refers to two things; expense and time.

お金はどのぐらいかかりますか。/時間はどのぐらいかかりますか。

B: たぶん、一万円ぐらいかかります。/一時間ぐらいかかります。

〇〇えきからシャトルバスがあります。/シャトルバスにのってください。

### Points of Interest

かぶきざ[歌舞伎座]、こくぎかん[国技館]、こうきょ[皇居]、はまりきゅう[浜離宮]

東京ディズニーランド、びじゅつかん、はくぶつかん、

どうぶつえん、かまくら[鎌倉]、だいぶつ[大仏]、よこはま、チャイナタウン

### Expressing Concern Regarding Lost Property

Examples of expressing concern regarding lost property can be found in many textbooks.

### Sociocultural Skills

At this level, students should be able to make inquiries and responses, and deal appropriately with praise and misunderstandings, using set expressions.

### Cognitive Skills

Students should continue to improve their ability to develop and evaluate ideas.

### ATTITUDES

Students are able to understand and accept different ways of thinking. They demonstrate a high level of interest in learning about any aspect of life and culture in Japan.

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## Culture

- Miniaturization. ぼんさい involves skills in cultivating dwarfed trees in small trays by carefully stunting the plant's natural growth to 50 or 60 cm. Simulated natural scenery is created using small rocks, different types of soil, moss, and so on.
- おりがみ . Recently, おりがみ has come to be appreciated as an educational technique. Discuss おりがみ as a teaching device from a historical perspective.

More detailed cultural information in these topics can be found in *Japan: An Illustrated Encyclopedia*.

- ねつけ. ねつけ is a piece of sculptured wood, or similar material, used to secure a cord, carrying personal belongings, to the sash (おび) that acts as a belt on a traditional Japanese garment. Nowadays few of the younger generation know about ねつけ in Japan. The change of dress codes among class systems resulted in decrease of domestic demand for ねつけ.
- Other items, such as ひばち, ふとん, すし and きもの, are so straightforward that they are probably not in need of mentioning here. Words such as にんじゃ, ぶしどう, さむらい and しょうぐん may have already been introduced in Level 1, Stage 2. Kurosawa's 七人のさむらい (Seven Samurai) is probably the film that made the word さむらい so well-known and widespread. Because of the great popularity of video games, some students may have come across words like ころす (I'll kill you!) and しね (Die!), and know the meanings and understand how violent they are. These types of terminologies should be presented within a given context—say, for example, together with かぶき, especially the play of かなでほん ちゅうしんぐら, or through theoretical plays. Then there should not be a problem.

## Concepts

Students should appreciate the Japanese ideals of craftsmanship and recognize the role of symbolism in various aspects of Japanese culture.

## SKILLS

### Linguistic Functions

Prior to having students describe some characteristics of Japanese (modern and traditional) architecture in simple terms, both teachers and students are recommended to review the content of Level 1, Stage 2 (Land and People). This is because Japanese traditional architecture is viewed as a response to the natural environment in terms of climatic and geographical conditions. Students are expected to grasp general ideas of architecture, not to describe it in detail. Using illustrations and photographs should be of great help to them.

### Suggested Vocabulary

でんとうてきな[伝統的な]、たてもの[建物]、しつど[湿度]、たかい[高い]、  
ぶんか[文化]、きこう[気候]、くみあわせます、けんちく[建築]  
けんちくようしき[建築様式]、えいきょう[影響]、むかし、かんがえる、まなぶ  
ゆたかな、だいひょうてきな、しょうそういん[正倉院]、とうだいじ[東大寺]  
かたち、やね、にます[似ます]、もん[門]、とう[塔]、とう[唐]、つくりかた  
げんざい[現在]、ほります[彫ります carve]、のせます[put, spread]、コレクター



せかいじゅう[世界中]、やくしゃ[役者]、あらわれます[表われます show/appear] おります[折ります fold]、～かた(how to～)

### Basic Suggested Language Exponents

日本は森がゆたかで、木がたくさんあります。  
日本のでんとうてきなたてものは木でできています。  
日本はしつどがたかいからです。  
木をきって、いたをつくります。  
むかしの人はいたをくみあわせて、いえをつくりました。  
しょうそういんはだいひょうてきな日本のけんちくようしきで、とうだいじにあります。  
しょうそういんは三かくのいたをくみあわせてつくりました。

ほうりゅうじもだいひょうてきな日本のけんちくです。  
六〇七ねんにできました。  
ほうりゅうじはたくさんのだてものやとうでできています。

### With photographs

(この) やねのかたちは 中国のとうのじだいの えいきょうです。

### Relatively complex structures

げんざいのほうりゅうじはくらしいろですが、むかしはあかるいいろのだてものでした。

### Describing some characteristics of うきよえ

いたを ほって、いろをのせてはんがをつくります。  
うきよえのモデルはふじ山やふうけいやかぶきのやくしゃたちです。  
このやくしゃのかおはおもしろいですね。  
うきよえのコレクターがせかいじゅうにいます。  
ほくさいやしらくがとくにゆうめいです。  
ゴッホやドガのえにもうきよえのえいきょうがあらわれています。

### Following instructions on how to make something; folding おりがみ following a demonstration

おりがみをおってみましょう。／おりがみのおりかたをべんきょうしましょう。  
まず、おりがみをはんぶんにおります。みえますか。  
こんなかたちになりましたか。  
つぎに、またこれをはんぶんにおります。  
しかくからさんかくをつくります。  
こことここをもって、うえにおります。  
こことここをもって、こんどはまんなかにおります。  
ここをこのポケットのなかにいれます。  
ここからくうきをいれましょう。ほら、ふうせんができました。

### Expressing some ideas, opinions and emotions clearly and coherently in an article

〇〇高校のみなさん、こんにちは。わたしはカナダの〇〇高校の〇〇です。  
きょう学校で日本のたてものについてべんきょうしました。とてもおもしろかったです。日本の高校ではしゅうがくりょこうがあつて、きょうとやならへ行くそうですね。わたしもいっしょにしゅうがくりょこうに行つて、でんとうてきな日本のたてものを見てみたいとおもいます。日本語がじょうずになってから、日本に行きたいです。

### て form of verbs

Before students use the plain past form of a verb, have them make a conjugation chart. A clear distinction between the weak (vowel stem/*Ichidan*) verb group and strong (consonant stem/*Godan*) verb group should be made. Encourage students to get the て form of each verb, using a tip. With few exceptions, if students know if the verb is either weak or strong, or irregular, and they are able to get the て form of the verb, then they will have no difficulty getting the plain-past た form.

The following is a tip to teach students how to make the て form for the strong verb group. The syllables み、に、び are taken from the last syllable in the stem of the ます form. So that み is not taken from みます but のみます and よみます, and so on. So as し is not taken from します, which is an irregular verb, but from verbs such as かけます or はなします. Especially for verb conjugations, which seem to be the most complicated and incomprehensible factor of most languages, putting them into a song is quite acceptable among students.

「みにびんで、いちりって、きいて、ぎいで、しして」 (With the melody of “Oh, My Darling, Clementine.”)

### た form of verbs

As in classroom Japanese, some て forms have been introduced through TPR. This makes it easier to move students on to the た form, using the already introduced て forms. Usually, students are supposed to answer/respond to a teacher’s questions politely, but this time, they are expected to respond rather rudely in terms of teacher–student relationship or superior–inferior relationship in order to accomplish the desired learning.

みて → みた	weak (vowel stem/ <i>Ichidan</i> )
たって → たった	strong (consonant stem/ <i>Godan</i> )
すわって → すわった	strong (consonant stem/ <i>Godan</i> )
きいて → きいた	strong (consonant stem/ <i>Godan</i> )
かいて → かいた	strong (consonant stem/ <i>Godan</i> )

and so on.

An example of writing in a diary with て form and た form:

おきます、(はを)みがきます、ジョギングします、エクササイズします、シャワーをあびます、かちます、まけます、でんわします and so on.

○月○日○よう日 てんきはれ

きょうは七時におきた。ジョギングをしてから、シャワーをあびた。  
あさごはんはシリアルをたべた。ごはんをたべてから、はをみがいた。  
八時はんうちにうちをでて、バスにのって、サッカーのしあいにいった。  
○○チームにかった。とてもうれしかった。  
うちにかえってから、ガールフレンドの○○ちゃんにでんわした。  
○○ちゃんがうちにきて、いっしょに日本語のしゅくだいをした。

### Linguistic Skills

Students should be able to write personal articles, prepare reports on Japanese arts and relate personal experiences in conversation.

### **Sociocultural Skills**

Students should continue to refine all the sociocultural skills of previous stages.

### **Cognitive Skills**

Students should continue to refine their research skills.

### **ATTITUDES**

Students are able to recognize that human nature is basically the same, and beauty and artistic work can be understood despite language barriers.

## STAGE 3: JAPAN AND THE WORLD

### Level 2: Economics and Politics

#### FOUNDATION COMPONENT

- economic policies/economic lifestyles
- economic growth
- industrial structures
- the Constitution of Japan
- political system/Diet
- elections

#### KNOWLEDGE

##### Language

Students are able to recognize that language use changes according to the context: in slogans and advertisements some *hiragana* words are transcribed in *katakana* or an English phrase is transcribed in *hiragana* to have an impact or to create a certain nuance.

The nuance of each symbol—*hiragana*, *katakana* and *kanji*—gives Japanese a different impression.

*Hiragana* is a cursive form of *kanji*. The round contour gives the impressions of kind, familiar, easy or friendly, because most Japanese children start reading and writing *hiragana* before they learn *katakana*. *Katakana* is usually used for words borrowed from most foreign languages, other than Chinese. The Japanese pronunciation of *kanji* characters is different from that of Chinese. However, the Chinese and Japanese language have shared the same characters for hundreds of years. The mixture of *kanji* and *hiragana*, however, gives Japanese people the nuance of “domestic,” rather than, and distinct from, Chinese, which is written only in characters.

*Katakana*, however, gives the impression of “foreign” to the Japanese. The words, or parts of words, that have to be written in *hiragana* are verb suffixes, particles, conjunctions, ~さん, etc., and it is understood that the *hiragana* is phonetic letters, which in and of themselves, contain no special meanings.

Let’s take the example of やまだ ゆうこ / はなこ. Most Yamadas in Japan have the 山田 characters, which are easily understood as “mountain and paddy field,” but ゆうこ / はなこ could be translated—with *kanji*—in many ways. If the teacher has Japanese language software, show students how many characters share the same sound but not for different meanings, by showing different characters; for example, ゆうこ : 優子、祐子、裕子、友子、由布子、有子 / はなこ : 花子、華子.

It is impossible for Japanese family names to be written in *hiragana*, even though some family names are adopted from *kanji* characters for domestic names of Japanese—sound and meaning adoption. First names, especially girls’ names, could be written only in *hiragana*, and sometimes together with *kanji*; for example, あい、あや、ちか、ふみ、ゆう子、はな子、伊藤みどり (Ito Midori: figure skater)、五嶋みどり (Midori: violinist). You can also find some male TV stars and sports heroes in Japan using *katakana* for their first names; 仲村トオル (Nakamura Tooru)、鈴木イチロー (Suzuki Ichiroo). Both Tooru and Ichiroo are quite common male names so that there exist many *kanji* characters representing the sound; とおる : 亨、徹、透、亮、達 / いちろう : 一郎、一朗、市郎、伊知郎, and so on.

Because of the number of homonymous characters, by writing the names in *hiragana* or *katakana*, the person can be “anybody” without specific meaning.

Because *hiragana* gives the Japanese people a friendly impression, writing first names in *hiragana* and *katakana* is a strategy used by Japanese politicians.

Some items, such as names of particular ships, can also be written in *hiragana*, for example:

めいふらわ一号 (“Mayflower”: a ship like this is often found in one of the resort places in Japan)

むつ (Mutsu: Japan’s first nuclear-powered ship)

陸奥 (Mutsu: the name of the Imperial Japanese Navy battleship that participated in the Battle of Midway during WWII).

### Linguistic Patterns

Students are able to exhibit the following grammatical knowledge in their language use:

- verb forms: plain, negative, past  
たべる、たべない、たべた  
のむ、のまない、のんだ etc.  
「はなちゃん、ドーナツ たべる？」  
「うん、たべる。」  
「ホセくんは？」  
「ぼくはたべない。」  
「どうして？ ダイエット中なの？」  
「えへへ、ほんとうはもうたべたんだ。」  
「あ、ほうとうだ。五つも！」
- presumptive expressions: dictionary form of verb + だろう / かもしれない  
あしたははれる だろう。あしたはあめがふる だろう。  
あしたははれる かもしれない。あしたはあめがふる かもしれない。  
日本はロボットしゃかいになる かもしれない。
- changing adjectives into adverbs: く-form of adjective  
adjectival noun + に  
「からだのぐあいはどうですか。」  
「はい、おかげさまでよくなりました。」  
「大きなこえでげんきにはなしてください。」

### Culture

The Diet structure can be explained using a diagram and a modified explanation taken from one of the social studies textbooks. The latest information can be obtained from government papers and reports, and some information may be available from the Consulate-General of Japan, in Edmonton.

The content of this topic is profound. Insightful research is required. Collect the most updated information. The Japanese political parties and leaders change frequently.

Skill: describe the government structures of Japan and Canada in simple sentences.

## Concepts

Students should develop a basic understanding of Japanese political and economic systems.

## Suggested Vocabulary

せいじ[政治]、ほうりつ[法律]、こっかい[国会/Diet]、しゅうぎいん[衆議院/ the House of Representative]、さんぎいん[参議院/ the House of Councillors]、きめます、こくみん[国民]、だいひょう[代表]、にんずう[人数]、せんきよ[選挙]、ぎいん[議員]、そうりだいじん[総理大臣]、えらびます[選びます]、こうたいします[交代します]、よさん[予算]、ないかく[内閣/Cabinet]、～にもとづきます、おこないます、こくむだいじん[国務大臣]、せいふ[政府]、やくしょ[役所/government]、ほかの名前、ぶんたんします[分担します/allot]、ぎょうせい[行政/administration]、ちじ[知事]、しゅう[州]

## Basic Suggested Language Exponents

日本の国会はしゅうぎいんとさんぎいんでできています。  
人ずうはしゅうぎいんが五百十二人で、さんぎいんが二百五十二人です。  
しゅうぎいんのメンバーは四年でこうたいします。  
さんぎいんのメンバーは六年でこうたいします。  
国会はこくみんのだいひょうです。  
国会ではほうりつをつくります。そしてよさんをきめます。そうりだいじんもきめます。  
ないかくはほうりつやよさんにもとづいてせいじをおこないます。  
そうりだいじんはないかくそうりだいじんのことです。  
ないかくそうりだいじんがこくむだいじんをえらんで、ないかくをつくります。  
ないかくのほかの名前はせいふです。  
ないかくにはいろいろなやくしょがあつて、国のせいじをぶんたんしています。  
国のせいじをぶんたんしておこなうことをぎょうせいといいます。

## Suggested Role Play

In order to help students comprehend the structure of the Japanese Diet and the Canadian legislative system, take your Japanese students on an imaginary or real tour of the legislature.

みなさん、レジスレーチャーにようこそ。  
このたてものは、州会ぎじどうです。  
アルバータしゅうでは、ちじのことをプレミアといいます。and so on.

Non-native speaking Japanese teachers might ask native Japanese speakers for help with appropriate terminology.

## SKILLS

### Linguistic Functions

Express prediction, using the dictionary form of verb + かもしれない  
らいねん 日本に行くかもしれない。  
オリンピックのホッケーはカナダチームがゆうしょう[優勝]するかもしれない。  
Express sympathy, regret and concerns about friends and family  
「大学のにゅうし[入試]でしっぱい[失敗]しました。」

「それはざんねんでした。げんきをだしてください。」

「大学のにゅうしでしっぱいしちゃったんだ。」  
「ざんねんだったね。げんきだして。」

Rephrase/confirm when guessing the meaning of a word; 「～って～のことですか」  
じみんとう[自民党]ってじゅうみんしゅとう[自由民主党]のことですか。  
にゅうし[入試]ってにゅうがくしけん[入学試験]のことですか。  
ないかく[内閣]ってDietのことですか。

### Vocabulary for Extension

けいざい、かぎ、ぼうえき、こくない、すべて、せいひん、たよります、  
ゆしゅつ、ゆにゆう、たいりょう、たいりょうに、バランスをとります、とうしをします、  
むだになります、げんりょう、かこうする、せいひん、せいちょう etc.

### Basic Suggested Language Exponents

日本けいざいのカギはぼうえきです。日本国ないだけではすべてのせいひんは  
うれません。日本はげんりょうのほとんどを外国からのゆにゆうにたよって  
います。日本はげんりょうをかこうして、外国にうります。日本は国ない  
せいさんをたいりょうにゆしゅつして、ぼうえきのバランスをとっています。一九  
七〇ねんから一九八〇ねん時代に日本は外国にたいりょうのとうしをしま  
した。そしてぼうえきたい国になりました。でも一九九〇ねんのはじめにと  
うしのいちぶがむだになって、日本けいざいのせいちょうがおそくなりました。日本  
のあいて国たちは「もっとマーケットをひらいてください」といっています。

### Linguistic Skills

Students should be able to create slogans, write short articles and use prepared notes in discussion.

### Sociocultural Skills

Students should continue to refine all the sociocultural skills of previous stages.

### Cognitive Skills

Students should continue to improve their ability to use a variety of resources and research techniques.

### ATTITUDES

Students are able to appreciate the strengths and weaknesses of different economic and political systems.

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## STAGE 3: JAPAN AND THE WORLD

### Level 3: Science and Technology

#### FOUNDATION COMPONENT

- electronics
- biotechnology
- computer science
- telecommunications
- medical engineering
- pollution
- recycling
- newspapers
- media
- magazines/books

#### KNOWLEDGE

##### Language

Students should be able to recognize that sound symbols—*ぎせいご* onomatopoeia/*ぎたいご* mimesis—are abundant in Japanese. Even pains in the body are described with them at the doctor's office.

あたまがズキズキします。  
ほしがキラキラしてきれいですね。  
おてらのかねがゴーンとなった。  
マシュマロはふわふわしておいしいね。  
じしんでいえがぐらりとゆれた。  
シュヌックがヒューヒュー/ピューピュー ふいている。

Students should be able to exhibit the following grammatical knowledge in their language use:

- pre-ない form of verb + ないでください (Please do not ~)
- pre-ない form of verb + なければならない (Must ~)
- pre-ない form of verb + なくてもいい (do not have to ~)
- た-form of verb + ほうがいい (had better ~)
- pre-ない form of verb + ないほうがいい (had better not ~)
  
- ここにごみをすてないでください。
- しゅくだいはすぐにださなければならない。
- れいぞうこからミルクをださなくてもいいよ。
- あしたははやいから、もうねたほうがいい。
- そんなにやすいくるまはかわないほうがいい。



## Culture

Students are able to, as a result of their general studies of science and technology, identify such cultural elements as:

- some aspects of the recent rapid developments in Japan's high technology; for example, industrial machinery (industrial robots), computer science, telecommunications, biotechnology, medical engineering, pharmaceutical technology. Group research is recommended. Form groups and have the students discuss a particular area in which they are interested and collect the latest information from newspapers, science magazines or, if possible, the database
- interaction between Japan and other countries of the world in the field of science and technology; for example, joint projects in space technology and medical technology
- Japan's energy consumption and energy base, and alternatives
- some aspects of Japan as an information society/the land of newspapers
- population problems and how the Japanese deal with them
- environmental movements
- Japan's role in the logging industry (tendency toward excess) and the pulp and paper industry in Alberta—pros and cons.

## Concepts

Students are able to appreciate and understand the following concepts:

- environmentalism
- how technological development influences lifestyle and values.

## SKILLS

### Linguistic Functions

#### Suggested Vocabulary

てんねん[天然]、しぜん[自然]、しげん[資源]、しんりん[森林]、せきゆ[石油]、  
かんきょう[環境]、たいせつにします[大切にします]  
まもります[守ります]、かいはつします[開発します]、はかいします[破壊します]、  
つかいすて、リサイクルうんどう、レインフォレスト、すてます、  
おんしつこうか

#### Basic Suggested Language Exponents

日本はてんねんしげんがすくないくにです。  
カナダはいろいろなしげんがほうふで、とくにしんりん、てんねんガス、せきゆ  
がほうふです。

わたしたちはしぜんをたいせつにしなればなりません。

### **Linguistic Skills**

Students should be able to combine phrases and sentences and use a variety of sentence structures in writing.

### **Sociocultural Skills**

Students should continue to refine all the sociocultural skills of previous stages.

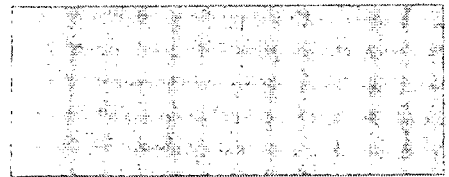
### **Cognitive Skills**

Students should be able to examine an issue from several different perspectives and sources.

### **ATTITUDES**

Students are able to develop:

- intellectual curiosity and interest in current issues
- open-mindedness and respect for the points of view of others.



## STAGE 3: JAPAN AND THE WORLD

### Level 4: Global Relationships

#### FOUNDATION COMPONENT

- trade dependency
- exports/imports
- trade policies
- joint projects/exchange programs
- trade friction
- economic cooperation
- disparity/diversity in levels of economic development

#### KNOWLEDGE

##### Language

- Students should be able to recognize that the Japanese have many expressions for showing respect and that such expressions deal with being polite:

– to a person

～さん、～さま、～くん、～ちゃん

〇〇さん、しゃちょうさん、おいしゃさん、バスのうんてんしゅさん、おすしやさん

– toward a person's belongings

おなまえ、おとし、ごじゅうしょ、おでんわぼんごう、おしごと、ごきょうだい

– toward a person's condition

おひさしぶりです。おげんきでいらっしゃいますか。

ごぶさたしております。おかわり ございませんか。

〇〇さんは スキーが おじょうずですね。

– toward a person's actions (verbs)

します → なさいます

います → いらっしゃいます

きます → いらっしゃいます

いきます → いらっしゃいます

いいます → おっしゃいます

みます → ごらんになります

たべます → めしあがります

のみます → めしあがります

- Students should be able to use some of the expressions for being polite as well as some expressions of respect, according to their relationship with another speaker (previously presented concepts of “in-group” and “out-group,” “hierarchical society”).

For example, a thank-you letter to an uncle and aunt:

おじさん、おばさん おげんきでいらっしゃいますか。おかげさまで父も母もわたしもげんきです。せんじつ[先日]はおこづかいをありがとうございました。もらったお金でずっとほしいとおもっていた本をかいました。かぜなどひかないように、おからだをたいせつにしてください。

In this case, even in an uncle and aunt, and niece/nephew relationship, respect and politeness can be found.

## Linguistic Patterns

Students should be able to exhibit the following grammatical knowledge in their language use:

- ～と～とどっちが～ (which; one out of two)  
ひらがなとカタカナとどっちがむずかしい(い-adj)/すき(な-adj)ですか。
- ～と～と～と(では)どれがいちばん～ (which; one out of more than three)  
オンタリオこ[湖]とミシガンことスペリオールこでは、どれがいちばん大きいですか。
- ～のほうが～とおもう (I think... is ~)  
アマンダさんのこたえのほうがただしとおもう。
- ～がいちばん～ (The best ~)  
このTシャツが、いちばんかっこいいよ。
- ～とちがう (different from ~)  
あたらしい映画は、いままでのSFとちがいます。
- ～とおなじ (the same as ~)  
わたしはゆうこさんとおなじふくをかいました。

## Culture

Students are able, as a result of general studies of the relationships between Japan and the nations of the world, to identify such cultural elements as:

- Japan's economy and trade relationships, for example:
  - trade dependency of major nations
  - import dependency for major commodities
  - import and export structures for commodities
  - import and export trade by nation and value
- trade friction
  - reasons why serious trade friction has arisen, for example GATT
  - strategies and policy changes to dispel trade friction
- economic cooperation and Official Development Assistance
- cultural exchange/twinning
- joint projects
- Japan's contributions to the world: WHO, United Nations
- multinational companies—Japanese companies that establish business outside Japan—problems that employees and their families face overseas.

## Suggested Vocabulary

けいざい[経済]、ぼうえき[貿易]、こくない[国内]、せいひん[製品]、たよります[頼ります]、ゆしゆつ[輸出]、ゆにゆう[輸入]、たいりょうの[大量の]、たいりょうに[大量に]、バランスをとります、とうしします[投資します]、むだにします/むだになります[無駄]、げんりょう[原料]、かこうします[加工します]、しじょう[市場]/マーケット、せいちょう[成長] etc.

## Basic Suggested Language Exponents

日本けいざいのカギはぼうえきです。  
国内だけでは日本でつくったすべてのせいひんはうれません。  
日本はげんりょうのほとんどを外国からのゆ入にたよっています。  
日本はげんりょうをかこうして、外国にうります。  
日本は国内せいさんをたいりょうにゆ出して、国内けいざいのバランスをとっています。  
一九七〇年だいから一九八〇年だいに、日本は外国のしじょうにたいりょうのとうしをしました。そしてぼうえき大国(たいこく)になりました。  
でも一九九〇年だいはじめにとうしのいちぶ[一部]がむだになって、日本けいざいのせいちょうがおそくなりました。ぼうえきのあいての国々は、「もっとマーケットをひらいてください」といっています。

## Basic Terminology Would Be Consulted (In English)

General Agreement on Tariffs and Trade (GATT), multi-lateralism, Japan-US trade friction, International Monetary Fund (IMF), Uruguay Round, North American Free Trade Agreement (NAFTA), Association of South-East Asian Nations (ASEAN), Asia Pacific Economic Community (APEC), World Trade Organization (WTO), summit, G5/G7, Overseas Development Administration (ODA), World Health Organization (WHO), United Nations (UN), appreciation of the Yen, demonstration effect, reciprocity principle.

Contact: Alberta Economic Development and Tourism.

There are some books providing good sources of information; however, as world events change so rapidly, students are expected to file information from daily newspapers and other materials and sources, such as the Internet, so that the cultural knowledge is updated accordingly.

## Concepts

Students should recognize the interdependence of the nations of the world and understand the economic differences between Japan and other nations.

## SKILLS

### Linguistic Functions

Students should be able to make comparisons and express preferences among two or more alternatives, and use appropriately respectful expressions when speaking with others.

### Linguistic Skills

Students are able to express ideas and opinions, and provide supporting information in a summary or essay—one and one half to two げんこうようし[原稿用紙].

Summarize the content and the sense of articles so that the students can understand them.

In the early 1990s, principal exports Canadian trading partners, in addition to the United States, were Japan, Great Britain, Germany, China, the Netherlands, South Korea and France. Chief sources for imports were Japan, Great Britain, Germany, Mexico, France, Taiwan and China.

カナダはアメリカといちばん おおく/たくさん ぼうえきをしています。  
アメリカはカナダのゆ出の 5ぶんの4をしめています/買っています。  
カナダはゆ入の 3ぶんの2をアメリカからえています。  
カナダとアメリカとのぼうえきは、ほかのどんな二国間ぼうえきより大きいです。(カナダとアメリカのぼうえきは、せかいで一ばん大きいです。)  
カナダがアメリカに一ばん おおく ゆ出しているのは車です  
日本とイギリスとドイツでは日本が一ばん おおく カナダからゆ入しています。 etc.

日本は食べものやエネルギーやげんりょうをゆ入しています。  
せきゆ[石油]は 99パーセント外国から買っています。  
ゆ入したげんりょうをかこうして、いろいろなせいひんをつくっています。  
日本は車やテレビなどを外国にゆ出しています。  
日本はけいざい大国なので、外国からいろいろなことをするようにきたいされています。日本のゆ出とゆ入のバランスがわるいですが、ODAなどによって国さいかんけいをよくするためにどりよくしています。 etc.

Writing a report on the relationship between Alberta and Japan, particularly Hokkaido, provides students with the opportunity to gain further understanding of the topics covered in Stage 3, Level 4. The most current information, such as trade figures, should be obtained.

- さっぽろとエドモントンはどっちが/どちらが人口がおおいですか。
- さっぽろのほうがおおいです。さっぽろのほうが 2ばいいじょう おおいです。
- ほっかいどうとアルバータではのうぎょう[農業]とぎょぎょう[漁業]はだいたいおなじですね。でもエネルギーのせいさんはずいぶんちがいます。

### Sociocultural Skills

Students should continue to refine all the sociocultural skills of previous stages.

### Cognitive Skills

Students should continue to develop their research and analytical skills and be able to examine issues from a variety of micro and macro perspectives.

### ATTITUDES

Students are able to appreciate the interdependent nature of the world. They are willing to ponder a variety of perspectives on global relationships.

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## STAGE 3: JAPAN AND THE WORLD

### Level 5: Values

#### FOUNDATION COMPONENT

- education and employment
- tradition and exchange (family structures)
- transfer of cultural knowledge
- the reality behind affluence
- Confucian beliefs
- social roles (women in the workforce, marriage and divorce, family violence)
- comparative studies of Canada and Japan (values, social systems)

#### KNOWLEDGE

##### Language

- Students should be able to recognize and use some of the humble expressions for referring to oneself, persons or things associated with oneself, one's condition, and one's actions when speaking politely.
- Students should be able to develop and improve previously acquired knowledge of grammar and learn the following structures:
  - dictionary form of verb + とき / dictionary form of adjective + とき (When/At the time of ~)  
日本に行くときはおみやげをもって行ってください。
  - relative clause and the particle が  
わたしがきょ年バンクーバーへ行ったとき、スタンレーパークでサイクリングをして、たくさん買いものしました。  
ぐあいがあるときはでんわしてください。  
日本に行くのが一ばんたのしみです。
  - TARI form of verb + TARI form of verb + する  
しゅうまつは家で本を読んだり、おんがくを聞いたりします。
  - dictionary form of verb + ために (For the purpose of ~)  
いい大学に入るために、しょうけんめいべんきょうします。
  - もって行く / もってくる、つれて行く / つれてくる  
日本からかえってくるときはたくさん友だちをつれてくるつもりです。  
こんどヨーロッパりょこうするときはわたしもつれて行ってね。
  - noun という noun  
たなかさんという人、やきとりというたべもの、カナダという国、  
雨というかんじ[漢字]
- Students should be able to use the following *kanji* characters competently in their writing by the end of Stage 3:  
右、左、外、町、店、雨、雪、電、手、足、目、耳、今、去、  
来、毎、聞、話、読、会、社、高、安、長、新、海、住、所、  
分、半、午、後、書、休、天、気、白、友、曜、々

## Culture

Students should be able to recall their previous knowledge and gain deeper understanding of the following topics:

- strong belief in good education
- acceptance by a good university eases the way to employment with a prestigious company, which is the ultimate goal
- drop-outs and bullying
- stress; e.g., bullying, school violence
- tradition and change
- the reality behind “perceived affluence”; “middle class” standards
  - family structures
  - changes in family relationships
  - marriage and divorce
- social roles; economic growth and make up of industry have increased the number of women working outside the traditional workplaces of home and field

## Concepts

Students should understand the concepts of moral systems and quality of life and recognize changes in value systems.

## SKILLS

### Linguistic Functions

- Students should be able to describe a benefit or purpose of something (in order to, for the sake of).  
日本語べんろんたいかいのためにいっしょうけんめいれんしゅうします。  
日本に行くときのためにお金をためます。  
ティムくんのためにケーキをつくります。
- Students should be able to make a list of actions and states (... TARI ... TARI form).  
土よう日は買い物したり、えいが見たりします。(買い物したり、えいが見たりする)  
日よう日はプールでおよいだり、いぬとあそんだり、ピアノをひいたり、うたをうたったりします。(およいだり、あそんだり、ひいたり、うたったりする)
- Students should be able to describe something or someone in detail, using relative clauses; for example, Show and Tell:

このしゃしんを見てください。東京のはらじゅくのしゃしんです。  
ローラースケートをしている人や、バンドを見ている人がいます。  
むこうがわにクレープをうっているみせがあります。  
この人たちはきっとカップルですね。デートかな。

このしゃしんはわたしがかっているねこです。ねているときに(しゃしんを)とりました。

これはわたしがすんでいるうちです。ふるいうちです。おじいさんが50年前にたてたうちです。これはいま[居間]です。ここでテレビを見たり、はなしたりします。あめがふったり、かぜがふいたりするときは、ちょっとたいへんです。



- Students should be able to clarify information about an object, person and place.  
ドラゴンボールというアニメを見たことがありますか。ごくうというヒーローが  
かつやくします。セーラームーンというアニメもありますね。うさぎちゃんという  
女の子がわるい人とたたかいます。

ちかてつでくうこうに行くときは おりるえきにちゅういしてください。なりた  
というえきと、なりたくうこうというえきがあります。なりたくうこうでおりにく  
ださい。

日本には山田という名前がたくさんあります。

- Students should be able to use some humble expressions.  
おじゃまします。  
つまらないのですが  
なにもありませんが

### Linguistic Skills

Students are able to make an appointment for an interview, using the telephone. Have the students try to telephone you to make an appointment for an interview.

Sample telephone conversation:

- A: はい、もしもし、にしかわです。  
B: あ、もしもし、にしかわ先生ですか。〇〇高校の〇〇です。  
A: 〇〇くん、こんばんは。  
B: こんばんは。あの、先生、日本のお寿司についてレポートを書かなければな  
らないんですが、先生にしつもんしてもいいですか。  
A: ええ、いいですよ。いま、でんわですか。  
B: いいえ、でんわじゃなく、おあいしておはなしをききたいとおもいます。  
先生、いつがいいですか。  
A: ええと、あしたのおひるやすみはどうですか。  
B: はい、いいです。おべんとうをもって行ってもいいですか。  
A: はい、いいですよ。じゃあ、あしたおひるにあいましょう。  
B: はい、ではよろしくおねがいします。  
A: じゃ、さよなら。  
B: では、さようなら。

You could make this activity into a task. Arrange for two or three native Japanese speakers to be interviewed. Give the students various topics and sample questions for interview and check the questions that the students formulate before the interview.

### Sociocultural Skills

This is a summary unit of study. The students are expected to use all the skills they have acquired so far and improve them further.

### **Cognitive Skills**

Students should be able to compare Japanese and Canadian value systems.

### **ATTITUDES**

Students are able to gain a certain level of bicultural competence by working out different ways of perceiving cultural experiences and integrating some Japanese values into their own value system.

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## APPENDIX A: Some Common Instructions/Expressions

しゅっせきをとります。	I will have a roll call.
Xさんは? けっせきですか?	Where is X? Is he/she away today?
Xさんはどこですか。	Where is X?
(Students)けっせきです。	X is absent.
(S)トイレにいきました。	X has gone to the bathroom.
はじめましょう。	Let's begin.
たってください。	Please stand.
すわってください。	Please sit down.
しずかにしてください。	Please be quiet.
きいてください。	Please listen.
よくきいてください。	Please listen carefully.
わかりますか。	Do you understand?
(S)はい、(わかります)。	Yes, I do.
いいえ、わかりません。	No, I don't.
Xページをあけてください。	Please open to page X.
~をみてください。	Please look (at)/watch ~.
ここにきてください。	Please come here.
ドア/まどをしめてください。	Please close the window.
ドア/まどをあけてください。	Please open the window.
~をかしてください。	Please lend me ~. (Please may I borrow ~.)
ペアでやってください。	Please practise in pairs.
いってください。	Please say (it).
もういちどいってください。	Please say (it) again.
くりかえしてください。	Please repeat.
かいてください。	Please write (it).
ワークシート(プリント)をみてください。	Please look at the worksheet.
よんでください。	Please read (it).
どうぞ。	Here you are; please go ahead.
どうですか。	How is it?
できましたか。	Have you done (finished) it yet?
(S)はい、(できました)。	Yes, I have.
(S)いいえ、まだです。	No, not yet.
これでおわります。	That will be all for today. (The class is over.)
ゴミをここにすててください。	Please put the trash here.
そこにおいてください。	Please put it there.
(S)すみません、ちょっとわかりません/よくわかりません。	I am sorry, but I didn't quite catch that./I don't understand.
(S)すみません、~ってなんですか。	Excuse me, what is ~?

## APPENDIX B: General Inquiry Addresses

Alberta Learning  
Curriculum Standards Branch  
11160 Jasper Avenue  
Edmonton, Alberta, Canada, T5K 0L2  
Telephone: 780-427-2984  
Fax: 780-422-3745  
Internet: <<http://ednet.edc.gov.ab.ca>>

American Council on the Teaching of Foreign Languages, Inc.  
6 Executive Plaza  
Yonkers, New York, 10701-6801 USA

Consulate-General of Japan  
Culture and Information Section  
2480 Manulife Place, 10180 - 101 Street  
Edmonton, Alberta, Canada, T5J 3S4  
Telephone: 780-422-3752  
Fax: 780-424-1635  
Email: <[conjapan@planet.eon.net](mailto:conjapan@planet.eon.net)>  
Internet: <<http://www.embjapan.can.org/>>

GCSE Modern Languages  
ULEAC, The Lindens  
139 Lexden Road  
Colchester, England, C03 3RL

The Japan Foundation Toronto, Canada  
131 Bloor Street West, Suite 213  
Toronto, Ontario, Canada, M5S 1R1  
Telephone: 416-966-1600  
Fax: 416-966-9773  
Email: <[jftor@interlog.com](mailto:jftor@interlog.com)>  
Internet: <<http://www.japanfoundationcanada.org/>>

The Japan Foundation & Language Center in Los Angeles  
The Water Garden Building  
Suite 650-E, 2425 West Olympic Boulevard  
Santa Monica, California, 90404-4034 USA  
Telephone: 310-449-0027  
Fax: 310-449-1127  
Internet: <<http://www.jflalc.org/>>

The Japan Foundation Japanese Language Institute, Urawa  
5-6-36, Kita Urawa, Urawa-shi, Saitama, 336, Japan  
Telephone: 011-81-48-834-1180  
Fax: 011-81-48-834-1170

ACCESS: The Education Station  
3720 – 76 Avenue  
Edmonton, Alberta, Canada, T6B 2N9  
Telephone: 780-440-7777  
Outside of Edmonton (toll free): 1-800-352-8293  
Fax: 780-440-8899  
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1-3-13 Hirakawacho  
Chiyoda-ku, Tokyo 102  
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Fax: 03-3263-3116

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